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ABSTRACT

The document presents proceedings on the second national conference on the physically disabled student at the postsecondary level. Specific conference objectives were: (1) to develop an understanding of the impact of attitudes on service to design and delivery and to identify effective techniques for attitude development; (2) to identify methods for consumer involvement in program development, implementation, and evaluation; (3) to develop methods for integrating services into an established university system; and (4) to develop recommendations for increased involvement by employers in long range student development. Thirty-seven presentations are divided into the seven categories--preconference, keynote address, resources on attitudes, physical support services, academic services, employment, and university administration. Among the titles and authors involved are the following: "Student Organizations: How to Get Them Started and Keep Them Going" (P. Deitch); "Successful Access of Postsecondary Programs by Disabled Persons: Examining the Impact of Attitudes" (D. Linkowski); "A Model for Peer Counseling with Disabled Students" (M. Kocher); "Integrating the Arts: A Curriculum Approach" (G. Barlow, et al.); "Career Planning and Placement Strategies for the Severely Physically Disabled College Student" (M. Breslin); and "Impacting the Administrative System--Developing Administrative Support" (R. Conley). Final sections offer a conference evaluation and a list of participants. Appended are the conference agenda and conference survey forms. (SB)

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Change Strategies and Disabled Persons: Postsecondary Education and Beyond

The Second
National Conference

Sponsored by
Wright State University
and the Bureau of Education
for the Handicapped
in cooperation with the
Dayton Area Chamber of
Commerce

Held at Dayton, Ohio
October 3-6, 1978

Edited by Pat Marx
and Perry Hall

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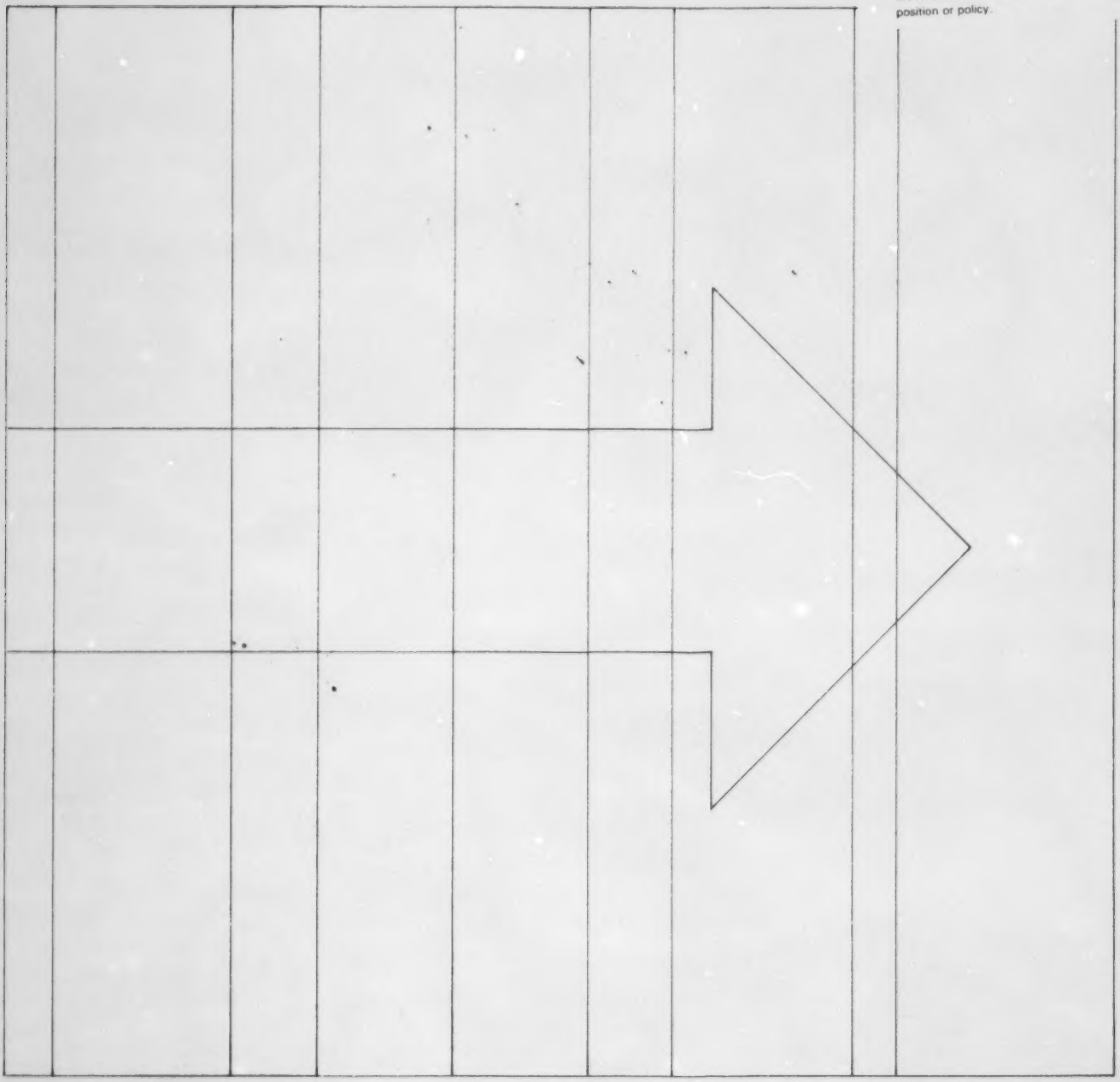

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FOREWORD

The second national conference on the physically disabled student at the postsecondary level was held at the Dayton Convention Center on October 3-6, 1978. The conference was sponsored by Wright State University and the Bureau of Education for the Handicapped in cooperation with The Dayton Area Chamber of Commerce.

A Planning Conference was held in Washington, D.C. on May 18-19, 1978. The principle objective of the planning conference was to develop the specific topics for the conference under the broad areas of attitudes, employment, services and administration. These areas were selected as a result of the evaluations of the 1977 conference. In subcommittees, members of the Planning Conference developed the agenda and questions to be addressed under each topic. Following this initial session, the subcommittees worked to identify postsecondary institutions, businesses, consumers and government agency personnel to address the topics.

The specific objectives of the 1978 conference are:

to develop an understanding of the impact of attitudes on service design and delivery and to identify effective techniques for attitude development;

to identify methods for consumer involvement in program development, implementation, and evaluation;

to develop methods for integrating services into an established university system; and

to develop recommendations for increased involvement by employers in long-range student development.

Because attitudes was the principle issue for this conference, a special effort was made to have materials available for review at the conference.

The conference planners did not attempt to evaluate these materials. These materials were intended to serve as a stimulus for creative approaches to developing and utilizing media and print materials in attitude development programs.

The readers of this publication should not assume that the proposed methods will meet all needs of all students. The papers reflect the experience of particular institutions and should be viewed as an aid in planning and evaluating service programs with physically disabled students.

Wright State University is indebted to the work of the committee both during and following the formal planning session. It is our hope that this publication will stimulate further discussion and work sessions on these crucial issues.

Pat Marx, Director
Handicapped Student Services
Wright State University
February, 1978

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INDIVIDUAL VS. GROUP ACTION

Martin Grossman, University of Massachusetts, Boston

ABSTRACT

This paper discusses the problem facing the handicapped student whose aim is absolute mainstreaming. A major focus concerns the handicapped student's self-image and the perceptions of members of the institution in which the student interacts on a regular basis. Possible solutions are outlined. The pros and cons of individual and group action are presented.

INTRODUCTION

First, let me thank those who have invited me to present this paper on such a challenging and important topic. The topic to be discussed is the criteria for defining individual versus group action problems the pros and cons of each approach. It is perhaps the most timely subject for discussion when one realizes that the handicapped are the newly emerging minority in the United States of America. The students who have come to this conference are that minority's chosen students. We are being educated in some of America's best colleges and universities to take our rightful place as educated people in the American Society and as leaders within the handicapped community. This paper is an attempt to discuss the problems faced by the handicapped community today and more importantly their possible solutions.

THE PROBLEM

The major problem which confronts the handicapped community is the image portrayed by the handicapped individual and by those sources or circumstances beyond their immediate control. What is the image of the handicapped held by the majority of American Society? Without fear of contradiction, I think it can be characterized by one word. The word is pity. That is, the handicapped are seen in too many cases as non-persons or, at best, people who require some type of aid from the rest of this society. Under these conditions the natural reaction is to pity us.

The mass media of this country must take its share of the blame for the perceptions of the handicapped by the majority of the general public. Hardly a weekend goes by when there is not a fund raiser of some kind to raise money to aid the handicapped somewhere in the nation. All of these are covered by the mass media. This coverage ranges from the public service announcements on the local electronic media and the full page advertisements in the local newspapers to the national telethons hosted by a superstar of the entertainment community. In all of these cases, the negative aspects of the various handicapping conditions are stressed. In the past several years, several of these funds raising events have begun to show some positive aspects of the handicapped people with whom they are concerned. These positive aspects usually take the form of introducing one or several people who have "overcome" their handicaps to become respected members of the regular community. The basic message of these fund raisers, however, remains: "Please give to help these poor unfortunates."; or, "Please give so that we might eradicate this horrible abnormality through research."; or, "Please give to help ensure that you or a member of your family does not contract this disease." In other words, give and be thankful that it is not you.

The image of the handicapped community is changing through the passage of new federal legislation such as Section 504 of the Rehabilitation Act of 1973. However, full implementation of this Act will require the spending of perhaps billions of dollars. This has caused great consternation among those who are charged with implementation.

THE SOLUTION - INDIVIDUAL ACTION

I have spent the past several minutes discussing what I believe to be the major problem that is facing the handicapped community. Now let me suggest some possible solutions to

this problem. Handicapped people who have had the advantage of higher education have a special expertise to bring to the discussion of this issue. For we are the generation that has and will continue to emerge from the darkness of institutions and the prejudice that all too often forced our parents or guardians to feel ashamed.

The first step in solving the image problem which plagues the handicapped community is to change our own image of ourselves. In too many cases, we act like the poor unfortunates the telethons portray. We must show complete confidence in ourselves and be competent in whatever we do. Effective individual actions include:

1. Always attempt to join the mainstream of society;
2. Answer the questions of the general public about your handicap, rememer that the fear of the unknown breeds at least pity if not prejudice;
3. Never be ashamed of being handicapped;
4. Never use the handicap as a crutch;
5. Always strive to be independent;
6. Never do or use those things which make you seem different to the general public if it is not necessary. All of these actions are important in the college and university community.

Perhaps the most important thing we can do as handicapped individuals for the good of the entire handicapped community is to get involved in the political process. The first step is to get out and vote on election day. The greatest single need of the entire handicapped community is political power. There is no secret to the way the Black and elderly communities have gained their political clout. They go to the polls on election day. Never use the absentee ballot if it is not necessary. Ensure that polling places are accessible to you. Political workers do not see those who fill out absentee ballots in the comfort of their homes. They only see those who make the effort to get to the polls. In time the politicians will be coming to us asking for our support. No longer will we have to go to them with hat in hand begging for our rights as American citizens or that these rights be protected.

THE SOLUTION - GROUP ACTION

When attempting to break down the barriers in a large institution in the community, it is wise to have a group supporting you. I would first meet the head of the institution alone and see if the needs of the handicapped can be served. If the individual approach proves unsatisfactory you are then free to turn to the group for help.

When lobbying in front of a legislative body of any institution, the group approach can be very useful. It is important to remember several things:

1. Make sure that the handicapped speakers can be clearly understood.
2. Ensure that each of the handicapped speakers can add new points to the disussion.
3. Be sure all handicapping conditions in your group are represented.

This brings me to perhaps the most important point of group action and that is involvement. Everyone in the group should make an effort to become as knowledgeable on as many topics as possible. This approach requires that everyone in the group does a certain amount of homework and reports back to the group. This is necessary for both the growth of the individual and the group to which she/he belongs. Currently handicapped individuals and the groups to which they belong are too often seen as interested in handicapped affairs only. This perception must be changed. Handicapped individuals and groups should become involved in the issues critical to the functioning of the institution. Handicapped individuals and groups should mainstream themselves into American Society at every opportunity.

INVOLVEMENT IN THE ADVOCATORY PROCESS: INDIVIDUAL VS. GROUP ACTION

Andrew Woods, Department of Justice

SUMMARY

This paper is intended to introduce the reader to the advocatory process, from purpose to implementation. It outlines, from the author's viewpoint, the approach to advocacy by: definition of the problem, assessment of the situation, determination of available resources, strategy, and implementation. It also points out some of the relative merits of individual and group action.

INTRODUCTION

Purpose: The Need for Individual and Group Advocacy Techniques

The following discussion is focused on providing the reader with a knowledge of advocacy skills and techniques that may be employed on either an individual or group basis. Upon completion of this paper, the reader should be able to advocate individually or as a member of a group to bring about changes in his or her environment effectively.

The term advocacy is being used as a process of taking up a particular cause and doing the necessary things to bring about a realization of that cause. For example, a supporter of the Equal Rights Amendment who lives in a state where the amendment has not been ratified might use lobbying skills and techniques to persuade that state's legislature to adopt the amendment. The selection of specific lobbying techniques to be used in this situation is the cornerstone of the advocatory process. In other words, how to effectuate change and bring about the cause which you are advocating is the key question that an advocate must answer. As the following pages will cogently demonstrate, the answer primarily depends upon the goals and objectives of the advocate.

THE OBJECTIVE GOALS

Defining the Problem/ Assessing the Situation

Most advocacy is aimed at causing a change in the status quo. For example, there are advocates of equal education, equal housing, equal rights and, of course, equal pay. Before any of these causes could have been proclaimed by advocates, there had to be an existence of inequality in those various areas of concern. Someone may have decided that his or her child was not receiving an education equivalent to that of other children in the same public school system and wanted to change this condition. That parent might then become an advocate of equal education. Perhaps an employee suddenly realized that he or she was not receving the same pay that another employee was receiving despite the fact that both were hired at the same time and were performing the same work. That employee might then become an advocate for equal employment opportunities by advocating equal pay for equal work.

Whatever the specific problem to be corrected, the initial step in the advocatory process is an assessment of the situation. A proper assessment of the situation will specifically define the problem and suggest a strategy for its resolution. For instance, a disabled student on a particular campus may not receive adequate services to manage effectively his or her assignments. Initially, one ought to ask the disabled student the following questions:

1. Have you made your problem known to anyone? If so, to whom?
2. What service do you believe would be needed in order for you to keep up? (These might include reading or interpretative services, housing or financial assistance, or reduction of classes.)
3. How long has the problem been prevalent?

4. Do you wish something done to bring about a change?

Now you are truly ready to become involved in the advocatory process. The problem has been defined, the affected individual has been identified and also has consented to the fact that a change is desired. Surely, you and/or the aggrieved person may advocate for a change in the status quo in order to solve his or her problem. What kind of change would achieve the desired result?

Establishing Objective Goals

The art of advocacy involves dedication and diligence, as is so often exhibited by the strenuous and determined efforts of those persons involved in the advocatory process. The ability of the advocate to channel his or her efforts toward achieving a particular end is vital to the advocatory process. Namely, the advocate must set a goal and conduct his or her activities toward the achievement of that particular goal.

Although the author strongly believes that the final objective is essential, one ought to be capable of measuring progress while advocating for a particular cause. These measurements of progress are referred to by the author as objective goals. The end result you wish to achieve is your objective but the various major steps that you need to reach on the way to achieving your objective are the goals. Thus, you have objective goals.

In the situation of the disabled student who finds it extremely difficult to maintain his or her present workload because of the school's failure to provide adequate support services, the objective might be either advocating for additional support services or advocating for a reduction in the number of classes for the disabled student. A method of attaining either of these objectives might be a meeting with the appropriate school administrator to discuss the desired changes. A letter or phone call might be used to bring about the meeting, which is an objective goal.

The advocate must not fail to realize that his or her time and energy are limited and, therefore, the establishment of objective goals from the outset would ensure the efficient utilization of an advocate's resources. Skills and techniques should be developed on the basis of achieving goals (goals should be developed on the basis of achieving the objective).

STRATEGY

The Available Resources

Frequently, the availability of resources may dictate the goals to be established for achieving the final objective. The advocatory process is an ideal example of human resources at work where one is doing things to effectuate a change because of a cause she/he supports. Generally, an advocate pleads for a change which would inure to the benefit of others as well as him- or herself. The telephone and the typewriter are just two examples of technical resources which are frequently used by advocates to help them achieve their goals.

The advocate should make an inventory of the resources available to accomplish the various objective goals. Primarily this consists of determining both the monetary resources and the number of people available to do the job. An advocate should also remember that the achievement of one objective goal usually provides additional resources which can often be used in achieving another objective goal. For instance, the procurement of a grant would enable an organization to purchase typewriters to publish the newsletter which was an objective of the group.

Thus, the type of skills and techniques that an advocate might use depends largely on the quantity and quality of the available resources. The objective will only remain achievable if there are adequate resources available to accomplish the various objective goals leading to it. Failure to ascertain the available resources could result in the nonrealization of the objective, but only after frustration and waste of valuable resources. Care and reason must be exercised in determining the amount and kind of resources available.

The Affected Class: A Readily Identifiable Resource

The ability of an advocate to effectuate change that would move oth-

ers to act can be strengthened by the identification of those most likely to be affected. This readily identifiable population might rally to the cause once they realize that they have a vested interest in the outcome of the advocatory process. The additional support also serves to enhance the credibility of the advocate to the extent that she/he truly represents the concerns and needs of those on whose behalf change is sought. Frequently, the opposition will question a small group's credibility in an effort to undermine its position.

An advocate should always determine who will be the beneficiaries of the objective. It would behoove the advocate to include such affected persons in the advocatory process. This would enhance the advocate's credibility, as well as augment the human resources available to accomplish the various objective goals toward achieving the final objective.

Having defined our objective goals and formulated the plan to be used in obtaining such goals, we are now ready to implement that plan.

IMPLEMENTATION

Individual vs. Group Action

Generally, an advocate must weigh several factors before deciding whether to tackle a problem individually or as a member of a group. Such factors consist of whether the goal is going to effect one or several individuals; whether the time in which to realize the goal is imminent or far into the future; whether there is an abundance or scarcity of resources; and whether the advocate believes that she/he needs the assistance of others to implement the plan. If a particular plan calls for a demonstration, then group action is more effective than an individual demonstration. Generally, group action would be preferred over individual action because it offers speed in carrying out the plan by virtue of the availability of additional human resources. Another advantage is the enhancement of credibility by virtue of the fact that many persons are advocates of the cause. Furthermore, there is the ability to be stronger as a group and to maintain continuity while advocating for the desired objective.

Notwithstanding desire to resort to the utilization of group advocacy skills and techniques, there are occasions when the individual advocate is called upon to speak for and represent the entire body. Accordingly, an individual should be capable of articulating his or her position at all times. A group is composed of individuals and the stronger and more capable the individuals, the stronger and more capable the group.

CONCLUSION

"United We Stand, Divided We Fall"

With unity there is strength. Advocacy is simply taking up a cause and doing the necessary thing to fulfill a realization of that cause. Like most tasks, the cause which you as an advocate support is easier to accomplish when more than one individual is working toward its solution. Someone wrote, "No man is an island." This is also applicable to women. Don't be afraid to rely on others to assist you in advocating for a particular change. In fact, an advocate should always seek to include in the advocatory process those persons who will benefit from the desired change.

In sum, always define the problem in the broadest sense, so that the affected class will usually be more than one person. The definition of the problem will dictate the desired objective goals. The availability of resources will guide the strategy to be employed in advocating for the desired change. Implementation of the strategical plan rests upon those who are charged with the duty of carrying it out. Finally, in order for a group to be cohesive and effective in the advocatory process, a system is needed for the exchange of information to allow individual advocates to keep abreast of the actions of other members of the group.

STUDENT ORGANIZATIONS: HOW TO GET THEM STARTED AND KEEP THEM GOING

Philip L. Deitch, National Association for Students with Handicaps

ABSTRACT

This may be the 'time of the disabled'. Section 504 provides greater reasons and opportunities for the establishment of disabled student organizations. How will they be established and what will they do are the questions. Students and campuses are very different across the country. Some basic sound methods, however, can be used in most situations to get an organization started and keep it moving.

ARE WE MORE DIFFERENT OR MORE ALIKE?

The nature of student organizations and of students vary across the country. There are differences between a rural, public junior college with 500 students and a metropolitan university center with 60,000 students. From my personal experiences in establishing disabled students' organizations on different types of campuses, I have seen the effect that geography, college size, resources, etc., will have on the development of disabled students' organization and the issues addressed.

Let me emphasize that while my findings may be applied to generally similar cases, they do not necessarily apply to all situations. These similarities are the ones on which I would like to focus. In adapting these ideas for your particular situations, remember that your campus is totally unique from others. No two schools are exactly the same economically, politically, geographically, architecturally,etc. Choose those ideas that interest you. Leave out what you do not like. Mix and match ideas as your needs dictate.

THE NEW CLUB ON CAMPUS

It only takes a few people to begin a club. Even one person can lay the foundation for a campus organization. First check to see if there is a formal or informal organization in existence. If there is not, track down some interested persons to help in starting a group. The six places to look for a list of disabled students or an organization are:

1. your campus directory of clubs and organizations. This is usually located in your student activities office, dean of students office, or student government office.
2. your campus student government. See if they have a committee operating that represents handicapped students.
3. the college or university advisory committee on Section 504 compliance. The regulations require that the university consult with handicapped persons. Even if there is no formal advisory committee, there may be a list of individuals you can contact who would be willing to assist in forming a new organization. You should make the initial contact with the campus compliance officer whose name should be available in the President's office.
4. the coordinator or director of programs for students with disabilities. If your campus has one, this person should have a list of disabled students who can be contacted. The list is considered confidential but you can ask the coordinator to send a letter which you prepare announcing an organizational meeting.
5. campus health services. They can also be asked to mail letters which you prepare from their list of disabled students.
6. flyers, newspaper notices, radio/T.V. announcements, etc. These may be a part of general campus publicity.

To attract membership for a new or existing organization, you may try all of the above avenues.

THE MEETING

Now that you have scheduled a meeting, reserved a meeting room and publicized the time and date for the meeting, let's review some basic points. Is the meeting room accessible? Have you provided an inter-

preter for deaf students? As the chairperson of the meeting, it is your responsibility to prepare an agenda. The agenda, even a rough one, should allow maximum freedom for open discussion. While you should not depend on Robert's Rules of Order for every action, you should not allow the meeting to turn into chaos. Use good judgement. Try to keep things informal and relaxed. You may want to start by having everyone introduce themselves and express their reasons for attending.

AVAILABLE RESOURCES

The support provided to campus organizations varies dramatically across the country. Some campus organizations have offices, file drawers, mailboxes, secretarial assistance, typewriters, budgets of several thousand dollars, travel allowances, use of vehicles, printing budgets and more. Organizations on other campuses may have none or comparatively few of these benefits. This will depend on the norm for your campus. Just remember, never let lack of money be the excuse for your organization being ineffective. An apathetic, lazy membership will make your group non-effective. Money and other support only adds to your effectiveness.

As a student organization you are entitled to the same support given to all other campus organizations. If it is normal for clubs to receive office space, budget, telephone, etc., it is appropriate for your group. Let's not forget that Section 504 applies to all aspects of campus life, not just the classroom. Disabled students pay tuition and student activity fees like everyone else. Unlike all other students, those with disabilities have not received the full and equal benefits from allocated money.

The student activities office, dean of students office and the student government office are places to determine the allocation of office space, budgets, etc. After checking resources these groups can provide, how to apply for these benefits, ask them about other appropriate sources. Again, this will vary from campus to campus. Some other possible resources are:

1. University/College President, Vice-president, Deans, etc. They often have discretionary accounts which can be used to assist your projects.
2. academic departments. They usually have money to sponsor speakers, movies, etc.
3. special student or university funding boards. They may have funds for social, cultural and/or political activities.
4. other clubs or community groups. They may be willing to pool money and/or resources in co-sponsoring a project or an event.
5. fundraising and donations from individuals, groups, and merchants.

TYPES OF ORGANIZATIONS

The two most effective types of campus organizations are a formal, registered club or a committee of the student government. A number of things should be considered in selecting the type of organization. Some of these include the number of potential members, the political climate of the campus, your awareness of this climate, and the method which will give you best access to funds and space.

MEMBERSHIP

Your organization should be composed of students who have disabilities attending your school. This assures that the organization stays in touch with the real problems and concerns facing the disabled individual on the campus.

Not all disabled students want to identify themselves as disabled or handicapped and will not join a disabled student club or organization. Some persons do not want to be part of a "ghetto" group. This problem can be solved by expanding membership to include interested non-disabled, or temporarily able-bodied (TAB) students, faculty and staff. In any case, such an expanded membership should be considered. I have yet to meet a campus organization that has more members than work to do. In trying to attract non-disabled students, you may want to contact academic/career programs related to the handicapped. An important potential source of manpower are students serving as readers, interpreters or attendants. They are already sensitive to the concerns of disabled persons and offer important perspectives.

A second common reservation about joining a group is that the group will only be concerned with

certain types of disabilities. The best way to assure someone who feels that his or her disability will be ignored is to challenge him or her to become an active member of the group. The group as a whole should always remember to be attentive to the unique and special requirements of all disability groups. What may be a helpful alternative for one disability may be a hindrance to another. For examples, ramps for a paraplegic versus steps for someone with a balance disorder.

Some students just wish to be loners in trying to solve problems. Experience has shown us that an organized, effective group can accomplish more than a single person. An organization can be more involved in projects, do more extensive research and preparation and assure a more comprehensive followup. Broad group action more readily assures that the needs of all disabilities will be considered when projects are initiated.

Other disabled students prefer no involvement in any organization. Classwork, socializing and perhaps a part-time job may be all they wish to do. If it is any comfort, realize that apathy also exists among those without disabilities.

In these last two cases, the best you can do is be calm, persistent, and patient. Try to talk with the people in informal situations. You may attract them to the group through consistent activity and success in reaching positive goals.

PURPOSE AND GOALS AND ACTIVITIES

It was only two years ago that the thrust of most disabled student groups was to get campuses to institute voluntarily the changes that Section 504 now mandates. Today our purpose centers on the fulfillment of the spirit, not just the letter of the law. Your new organization needs to identify and analyze the major problems on your campus and establish goals which you feel you can acccomplish realistically.

The group can be oriented towards campus advocacy, awareness, social, or community involvement. Your best bet is to move with the consensus of the group. The most effective organization is one that is doing what it wants to do. I would advise against forming a group purely for social reasons. A far better use of time would be to ensure that all other campus social, athletic and entertainment programs are accessible. This does not mean that you cannot enjoy the people with whom you are working or making the group projects on which you are working. An informal, weekly, midweek get-together with wine and cheese is an excellent way to unite your members, orient nonhandicapped individuals to feeling relaxed with individuals with handicaps, and generally, have an enjoyable and personally beneficial time.

When you first come together you must establish your goals, priorities and time schedule as a framework for your activities. If your campus is moving positively on the implementation of 504, you then have a sound base for the development of your organization and expansion of your activities. You may be on a campus, however, where you feel there is a need to make a strong initial input and shake things up a little. In this situation, you may opt for activities that will generate publicity and attention. Just realize that you may have to tighten your reins this year or next and consolidate your base.

Look for opportunities to co-sponsor special events. They save money. More importantly, they may help expand awareness among new groups of people. One example is to co-sponsor with the campus women's center a seminar such as "Disabled Women in Society." It is the type of program from which both organizations can benefit.

NATIONAL ASSOCIATION OF STUDENTS WITH HANDICAPS

The handouts you have received at this seminar are from the National Association for Students with Handicaps (NASH). They include a general information brochure about the organization, its services and the phase one table of contents for a Program Bank being developed by NASH. The bank describes in detail activities which disabled students organizations can initiate. It is our intention to expand and make available to our members the material in our bank. The section on awareness activities is being published as a joint project of NASH and the President's Committee on Employment of the Handicapped. Hopefully, this list will provide some

ideas. NASH depends on you to inform us of your activities so that our information may be updated.

Other materials which NASH offers are a model constitution, resource materials, bibliographies, and public relation guides. Campus support for your activities such as budget requests, membership drives, petition campaigns, etc., depends upon public relations. Awareness of the real problems facing individuals with disabilities is tied to the effective use of campus and community media. Preparing an attractive poster or flyer will not lose you membership or support and may even attract some. You may want to study our available material on public relations as this is such an important area.

WHO SAID STUDENTS ARE TRANSIENT?

There is one last area I would like to address. Student organizations historically go through cycles of abundant active membership to a membership so small that you are struggling to maintain even the image of an organization. It may all be lost and you may have to start again. Starting over is harder than building even a weak organization. So look ahead. Try to foresee a graduation ceremony at which most of your experienced leadership will be lost. Continue building your organization by training new students. In the long run, your campus will be hurt more than helped if the organization dies when you graduate. Every semester should be considered the first. Evaluate your problems, develop new priorities, budget your time and resources, recruit new support and members so that the organization is effective.

Do not become complacent and believe that section 504 will do it all for you. Disabled students have been given the right to equal access and involvement. Now you must assume the responsibility which goes with involvement.

ORGANIZING A DISABLED STUDENT ORGANIZATION

Andrea Schein, University of Massachusetts

ABSTRACT

General guidelines for ensuring success in a student organization can be helpful to disabled student organizations. The structure and activities depend on what foci the members choose: service provision, social and peer support, or advocacy. Leadership development and a sense of activity are particularly important.

Disabled student organizations grow in order to serve a number of purposes, varying in emphasis from campus to campus. There are some general guidelines which can influence the success of any student organization. The detailed organization pattern of the disabled student group will depend, in part, on which issues the students chose to focus.

WHAT MAKES A GOOD STUDENT ORGANIZATION WORK?

Dr. John DeSando, Director of Student Activities at the University of Massachusetts at Boston (UMB) reflected in an interview what makes a good student organization. His comments draw on personal experience with a wide range of different student organizations. His observations about informal aspects of club structure are particularly helpful. The following comments summarize the interview.

Many schools have a student activities trust fund on which student clubs can draw for their budgets. In order to use the trust fund at UMB, the club must have a constitution, roster of members, and a dues structure. It is university policy that the constitution be non-exclusionary. For example, the disabled student organization must be open to non-disabled students. Dues are important both to demonstrate a commitment to the club and to provide seed money to set up an office and fund initial projects.

Organize early. If organization tasks are deferred until after the registration period, the club may find itself organized in time for Christmas vacation. Get money early from the trust fund. Some late clubs get no money.

A room is essential, especially at a commuter school. It provides a place to congregate, to feel at home.

Most active clubs have an activity every couple of months. Activity is good for morale and for maintaining an awareness that the club is alive. A reputation for good parties increases membership.

The best clubs have a representative on student government or someone who attends meetings. In addition to ensuring a voice in governance, this practice benefits the club by making sure that the club will find out when money becomes available and has a voice in room allocations.

Make certain the club has a mailbox which someone checks every week.

Regular meetings should be scheduled. Once a month is best, but twice a semester is about average. If meetings are held too often, students will miss meetings and begin to assume they are unimportant. Create conviviality at meetings. Food is helpful in creating conviviality. In a young organization, it is probably not necessary to adhere strictly to parliamentary procedure, but a degree of formality is advised for constitution discussions and elections. A typed agenda is useful in keeping an amount of structure.

A regular newsletter can make an enormous difference in feelings of involvement in the organization. The newsletter can inform the members about group activities, appreciate the efforts of individuals and provide information about issues important to the membership.

Leadership development is an ongoing responsibility. At least a semester before any elections, present leadership should be paying attention to identifying and training new leadership. Training leadership means sharing information, encouraging individuals in the membership to take risks and responsibilities, and providing support. When student leaders meet with the university ad-

ministration or speak out in the community, they should always be thinking of bringing at least one other person who has not yet had a similar experience. The one-leader organization is unsatisfactory and can be avoided.

The one-issue organization is also problematic. At some schools students have rallied together to reach a concrete goal, for example, accessibility in an important building, and have found that success left an organization looking for a purpose. It is important to have some reachable goals and to be perceived as successful both by the membership and others. It is also important to have other projects and goals in mind to sustain the organization.

FUNCTIONS OF DISABLED STUDENT ORGANIZATIONS

There are three major reasons to band together. A student organization can choose to focus on one of the three function areas or a combination.

1. Service provision.
2. Social club and peer support.
3. Advocacy.

Service Provision

At schools with no coordinator or services, student clubs recruit, screen, train, and place volunteer readers and attendants. Clubs compose advertising, contact service clubs, and post lists of available volunteers.

Clubs can also provide services not mandated as the college's responsibility under Section 504 such as access guides, campus guidebooks for handicapped students, sign language instruction, special orientation services.

The student club can develop into a service provision office or can advocate for the development of a coordinator of services if they feel one is necessary. The club will have to develop a concrete proposal outlining the needs and designing a solution. Leadership should identify support on college staff and faculty, and present a proposal to the campus officer in charge of student affairs. A good proposal includes goals and objectives, a statement of needs, program activities, description of client population, job descriptions, relationship to other student support service offices, and a suggestion of the budget. It was through a process similar to this, a student-initiated proposal, that the Disabled Student Center at UMB was formed seven years ago.

At schools which already have a coordinator for disabled student services, a student organization can act as an advisory committee, identifying issues and priorities and providing feedback and evaluation.

Social Club and Peer Support

There is nothing wrong with getting together just to enjoy being together. Many college clubs do not see either service provision or advocacy as a principle focus. They have parties! A student club can be a focus for sports activities, theatre parties, hayrides, trips or parties. Fund-raising to support club activities can be fun and may be profitable. Some clubs have bake sales and beer blasts. Others design, print and sell posters or bumper stickers designed to influence attitudinal barriers.

Informal peer rap groups are very important for sharing experiences, cutting into feelings of isolation, and building a unified group. Nondisabled students are sometimes interested in attending rap groups to explore their own feelings and attitudes.

Advocacy

Within the university, the club can provide the input into 504 compliance which is required in the HEW Regulation. Organizations representing the handicapped were to have been involved in the creation of the Transition Plan and the Self Evaluation. Both documents should have time lines, indicating when various activities will be completed in implementing Section 504. The disabled student club can assist the institution by reminding those with authority and monitoring compliance.

The student club can work within the college to foster awareness of the needs and potentials of disabled people through attitude change activities such as awareness weeks, rap groups, and instruction about people with disabilities in coursework where appropriate.

Disabled student groups can be very effective in community and statewide advocacy activities. In

the last year UMB students have been involved in demonstrating at a local inaccessible restaurant, working on a committee to increase access to public transportation, developing an access guide to south suburban Boston, and other activities. Community advocacy is important in fostering a more hospitable environment and in learning about employment opportunities.

There is also a need for involvement of disabled students in the larger state and national efforts. Consumer involvement in the state vocational rehabilitation agency is mandated by law. On the national level, the American Coalition for Citizens with Disabilities (ACCD) has won significant battles including the signing of the Section 504 Regulation! Many battles remain to be fought which could have equally far-reaching implications on the lives of Americans with disabilities. Organizational membership in statewide coalitions or in ACCD will insure that the student group is informed and has an opportunity for input.

One additional note about involvement in community and national activities. Sometimes disabled students become heavily involved in campus advocacy and have difficulty finding a channel for these energies after graduation. The organization must remain open to graduates. Most also ensure that students have an opportunity to meet other advocacy organizations to make the transition from college advocacy to community advocacy if they choose to do so.

GETTING STUCK

Sometimes organizations just get stuck. There is a desire to get together and no place to go. No issue seems important enough, or else it seems like there is just too much to do. There is no leadership. Everything seems hopeless.

There is nothing wrong with wanting to get together. The voice that says, "You should integrate. Stop hiding with other handicapped people." is just as irrational as the voices that try to segregate people just because they are different. Wanting to get together to share experiences and talk is reason enough.

It is necessary to fight the hopelessness and confront the lack of direction. It comes in part from negative attitudes in society. These attitudes suggest that handicapped people are to be pitied and that they should be grateful for the help they get. They should not band together to work for their rights. Start with rap groups. Think about the real needs. Consider the talents and interests of the individuals in the group. Design an activity that is fun, maintains visibility for the organization, and has a good chance of success. Concentrate on the small details that will make it work. Divide responsibilities to get everyone involved. And do it!

The disabled student club can be an important vehicle in provision of services, socialization, and advocacy. Perhaps its most critical function, however, is the development of a group of peers who support each other. A recent major study on attrition in American colleges found that the critical factors in keeping a student in school were concerned encouragement from a faculty member and involvement in a group of students. Until more attitudinal and architectural barriers are smashed, disabled students may find themselves isolated from full participation and friendships in other student clubs. This implies that in addition to the functions listed above, the disabled student club may be important to keeping students in school. It is important to foster and cherish healthy disabled student organizations.

A PHILOSOPHICAL APPROACH TO EDUCATIONAL ACCESSIBILITY ADVOCACY THROUGH JOINT EFFORT OF STUDENTS AND COORDINATORS

Pearl H. Rose, Fort Steilacoom Community College

ABSTRACT

A philosophical approach to providing an opportunity for students and the coordinator of handicapped services to activate a cooperative effort and provide accessibility within higher education. The coordinator accepts the responsibility for articulating the philosophy of mainstreaming and independence and the students accept the role of learner as they define the need for changes.

DEFINITION OF ROLES OF THE HANDICAPPED STUDENT AND SERVICES COORDINATOR

In preparing to write a paper on the roles of the Coordinator of Handcapped Services and the handicapped student, I am reminded of the following incident. I serve as an advisory committee member to a group of research people who are attempting to develop competencies for education of special education teachers as the competencies relate to the needs of the handicapped student. One of the advisory committee members suggested that one of the competencies should include development of leadership skills within the handcapped students group. The seemingly most sensitive and skilled of the researchers responded with a rather extended and detailed account of why "they", the handicapped, would not need leadership skills. I sat, listening, wanting very much to jump up and scream, "But, of course, the individual who has a handicap needs leadership skills, perhaps moreso than the ablebodied individual." After waiting patiently, I obtained the floor and said, "I believe your statements are handicapist in nature for the following reasons: the handicapped individual has the most knowledge of the needs of the handicapped community and, therefore, can be the most effective in vocalizing those needs to the ablebodied. Hence, all handicapped individuals should have an opportunity to learn how to become vocal and competent leaders. My personal experience as an advisor to the Barrier Breakers Club, a handicapped student organization at our college, has lead me to believe that students play a vital part in the overall development of a mainstreaming concept within the college community and society at large. I have worked with this organization since a group of handicapped students decided that they wished to form an organization whose purposes would be: to provide education to the general community concerning the needs of the handicapped, to act as an advocacy group to remove architectural, environmental and attitudinal barriers, and to provide an equal opportunity for all peoples to relate with each. It is my opinion that we, as educators, must provide as many opportunities as possible for our fellow disabled to learn to live equally." I shall note, without further comment, leadership skills were included as a competency for special education teachers.

ROLE OF THE COORDINATOR OF HANDICAPPED SERVICES

It is my strong opinion that the Coordinator of the Handicapped Services has the responsibility for accepting the role of defining and articulating the philosophy of the program or services to the campus community, including the administration, faculty, staff and students. It is my, perhaps biased, opinion that the philosophy must include two elements, mainstreaming and independence. When I speak of mainstreaming, which has now become a cliche word, I speak of the following concept:

Mainstreaming is providing an opportunity for every student to compete equally with every other student. This means that every student is individually programmed and each class or curriculum is adapted in such a way that the student may learn the same course objectives as any other student, but learn those objectives in a manner which is compatible with the level of abilities. For example, a learning disabled stu-

dent who cannot read or write but can comprehend, is not required to write exams but is provided with a tape recorder to respond verbally to the test questions or is provided a reader and writer. Philosophically, mainstreaming is recognizing the rights of the student in such a way that both feel that they have an opportunity to carry out their responsibilities in an equal environment. The instructors should never be made to feel that they must give the student a grade and the students must never feel that they have been given a grade; both should feel that the grade was justly earned. Mainstreaming is adapting the expectations in such a way that everyone accepts responsibilities for their actions. This leads me to the point where I may now discuss the second aspect of my philosophy of services of the handicapped--independency.

Independency is a word that is thrown around and rarely well defined. Hence, I shall clarify my definition of this word as it relates to the role of the coordinator of services for the handicapped. Independency is providing an atmosphere in which an individual can take as much responsibility for their life and for decisions effecting their life as they are capable of taking at any given time. An independency program is one in which the process or system of the program provides structure, but a structure which is flexible and based on the construct of providing an opportunity for a student to not arrive at a decision today, but to be expected to arrive at a decision at a later time, rather than the coordinator making the decision for the student. For example, it is requiring the student to find another student in their class to take notes for them, providing both of the students with an opportunity to choose for themselves and to take responsibility for their choice and decisions. All too often, in my mind, I see programs for handicapped students where the coordinator has confused their role and is supplying everything for the student. The student, for example, does not have to take responsibility for finding attendants, pushers, or note takers, and in my opinion, is robbed of the opportunity for growth and learning how to become independent and how to take responsibility for their own needs. It is my opinion that the role of the coordinator of handicapped service is to provide a philosophical environment in which the campus community may grow and learn from their experiences how to provide access to an equality of life and life's encounters. The role is one of defining and articulating the philosophy of mainstreaming and independency within the context of everyone becoming responsible for their life and actions.

ROLE OF THE HANDICAPPED STUDENT

The role of the student is obviously one of "learner," but it seems to me that a handicapped student applies for admission to a college to gain an education and to learn how to cope with life in a more effective manner. A handicapped student often comes to the college not because their lifelong goal was to go to college but because they have sustained some injury which makes it necessary for them to learn a new profession or adapt their prior profession in a way which will make it possible for them to become gainfully employed. Often the handicapped student arrives feeling that as a handicapped individual they are "less-than" other individuals. They often enter school with the feeling that their role in life, as they had perceived it, has been stripped away by some traumatic occurrence. Others arrive at college having been identified as handicapped all of their lives and never having been given an opportunity to take charge of their lives and destiny. Both will accept the role of becoming responsible and learning how to change their environment when they enter a program where the philosophy sets an expectation that they can adapt to themselves and can become mainstreamed and independent. Within this context the students will almost surely wish to gather together to share their experiences and to share in bringing about change within other mileaus. Conversely, if handicapped students enter a college where equality and access are often denied them, those few students who survive this discrimination will gather together and become an advocacy group who will fight together for survival with or without the support of the coordinator of services for the handicapped. In either the supportive or nonsupportive campus environment, the role

of the student remains the same. There should clearly be an opportunity for the student to accept the responsibility for bringing about change, defining equal access and articulating the needs of the handicapped population. Some students will have or desire to have the capability of accepting the role of leaders, while other students will wish to accept the role of helper/follower and some will choose not to become involved. Within the context of mainstreaming and independency, these various roles work well because everyone is expected to accept responsibilities for their choices and decisions and has the freedom to choose anything. In summary, the handicapped student, as learner, should have the opportunity to accept a role in providing equal access to education.

JOINT ROLES OF THE STUDENT AND COORDINATOR

And, now, we must approach and look at these two roles, of student and coordinator, and discover how they can be married in such a way as to provide an opportunity for joint development of projects and priorities to provide equal access to education. I have defined the role of the coordinator as that of accepting responsibility for defining and articulating the philosophy of the services for the handicapped and I have defined the students role as "learner" who has an opportunity of stating the needs of the handicapped, defining equal access and bringing about change. It seems to me that the coordinator has the responsibility of providing the students with knowledge of the laws, rules and philosophies, which may effect their lives, providing options and alternatives to problems handicapped individuals face and providing an atmosphere in which the students may decide to act on some area which effects them. For example, the campus at Fort Steilacoom Community College is architecturally accessible but we have a desire to make it barrier-free because we have the largest mobility impaired student population in Washington State. For the past three years, the students have accepted the responsibility for setting what physical changes were their priorities and have met with myself and the responsible adminstrator to articulate these desires. In a few more years, the campus will be barrier-free. In the beginning of the building program, the architect, who was also responsible for construction, arbitrarily changed plans for construction which made the building inaccessible and out of code. The administration was supportive of the accessibility question but felt as if they were in the middle with no money or clout to force the architect to tear out walkways, ramps, doors, etc. As coordinator, I took the position that the architect was responsible for his arbitrary change of architectural plans and discussed the laws and options with my students. A small group decided to attend a meeting, called by the administration with the architectural firm. The students were far more able to speak firmly and arbitrarily about this injustice than I, as coordinator, could have. I accepted the role of articulating the law and the infractions within the construction and following the architectural building plan and the students accepted the challenge of articulating their needs. If I may digress for a moment, the role of the coordinator is one of constant balancing and weighing the odds of success within a project. As a coordinator, one does not want students to bite off more than they can chew and, therefore, fail in a goal. Yet, one wants to provide every opportunity for the students to take on projects and learn that they as learners can be effective and successful at bringing about change and providing knowledge of the needs of the handicapped to the campus and general communities. But, fools rush in where angels fear to tread and many times the fool is the coordinator and our near-angel students can pull off an impossible feat. Every year during Architectural Awareness Week the Barrier Breakers plan, organize and supervise a week of activities including a wheelchair obstacle course, speakers, entertainers who are handicapped, and publicity. Every year, I, acting as advisor, sweat blood and tears, as I watch and supportively advise the current group as they go through the agony of learning how much can be done, how to organize, how to involve people, how to schedule and how to pull it off. Every year I see a new group of leaders evolve. I see an immeasurable amount of growth and change within handicapped individuals who thought they were less than and couldn't do it. I see the ablebodied population

become involved and more aware and sensitive to the needs and concerns of the handicapped. I see these same students graduate and become leaders within the community at large and within the handicapped organizations. One of my students, Norma Rader, says, "We walk softly and carry a big stick." She is expressing her belief that change for the handicapped comes about when the handicapped population knows the laws and rules and conveys the needs of the handicapped in a pleasant manner but with authority and purpose.

In conclusion, the roles of the student and the coordinator are quite compatible and each has a responsibility to articulate the philosophy, accept the right of choice and independency, and to jointly make waves to bring about change and provision for equal access through this country. The coordinator may plant a seed of opportunity but the students must accept responsibility for nurturing its growth.

SPECIAL NOTE

The Barrier Breakers Club at Fort Steilacoom Community College was formed during the latter part of 1974 by a group of concerned students with disabilities. They wrote a constitution and a budget which was approved by the Student Activities. Their statement of purpose follows:

BARRIER-BREAKER's is an organization composed of students who are limited because of physical disabilities, and people who have an interest in these problems. Its purpose is to assist all physically disabled and handicapped students to further their educations with the least amount of barriers, to assist each other in better understanding of our own problems, to make them easier to cope with, to relay our experiences and assist the new students who may enroll at Fort Steilacoom Community College so their stay may be a rewarding experience, to help those with no disabilities to better understand our needs and let them gain strength from our understanding and willingness to let them, and above all share with each other lasting friendship, knowledge, and faith so we may attain our goal with pride and the thought "Any Goal Can Be Attained If Your Desires Are Strong Enough."

We invite any and all students to come and participate with us in our endeavors.

RELATIONSHIPS WITH COORDINATORS

Peter M. E. Brown, Medgar Evers College

ABSTRACT

This talk is designed to impress disabled students with the necessity for clear self-identification as disabled individuals and with the necessity for a realistic relationship with counselor/coordinators. It deals as well with the student's own role in implementing access to post-secondary education.

Louis Battye, an English novelist born with muscular dystrophy, has graphically expressed how we disabled see ourselves not merely as the symbol of what society thinks we are but of what we actually are:

> "Somewhere deep inside us, is the almost unbearable knowledge that the way the able-bodied world regards us is how much we have the right to expect. We are not full members of that world and the vast majority of us can never hope to be. If we think otherwise we are deluding ourselves. Like children and the insane, we inhabit a special sub-world with its own unique set of referents." (Goffman, 1963)

Battye also refers to the disabled individual's "irrelevance to the real business of living" (Goffman, 1963) and one suspects that most disabled feel this about themselves at one time or another though few have the courage to admit it. Most college freshmen come to campus for their first adult experiences. Responsibilities and the prospect of self-management and regulation can sometimes seem scary. The disabled student, whether non-ambulatory or otherwise physically limited, deaf, blind or chronically ill, often comes from a sheltered and perhaps structured setting affording limited social contacts and exposure to the world. This new experience can be genuinely demoralizing, even frightening.

However, within each individual set of circumstances, a situation can be normalized. Feedback from a counselor has as one of its primary values the potential to modify one's subjective and often error-ridden skills in self-appraising potential, self-image and aspirations. The counselor-coordinator helps the disabled individual evaluate his or her assets and liabilities. The counselor-coordinator understands the student's problems and the necessary steps to take to resolve them. The student can move closer to goals by being frank in discussing the dynamics of the situation, and his or her feelings about it and the way in which the different manifest problems were handled to date. The counselor-coordinator can then begin to develop a workable picture of the individual and his or her potential.

So many students are reluctant to take advantage of the services offered on campus because they question their own worth and potential to the degree to which the services can relate to their individual needs. The student must not overlook available services, particularly in light of the increasing awareness of civil rights for every minority group and attendant legislation, such as Section 504. Much of the success of one's college career lies in the student-consumer's diligent and earnest investigation of all available services. Plunge headlong, if need be, into your investigation. Your counselor's office or that of the Coordinator of Disabled Student Services is an excellent place to begin. If you have not replied to the question on your initial college application form about your disability and how it handicaps you, your school may not know who you are. If you have made only a brief reference to the disability and perhaps skirted the issue, your school, in all likelihood, will not meet your needs. It does not matter how small or non-visible the disability may seem in comparison to more manifestly serious ones. If the disability interferes with functioning it should be dealt with first through counseling. As the deaf British poet, David Wright (1969), puts it: "Every disability offers the same alternative: either it dominates you or you dominate

it." Specific disabilities can handicap the individual in such a way as to produce an actual learning disability, only compounding the already magnified problems of personal growth and vocational maturity.

Both the student and the coordinator should work together to remove barriers to access as a part of the college's service delivery to the student. The coordinator, often him or herself disabled, will work with faculty and administration for the removal of discernable architectural, psychological, and programmatic barriers. The student-consumer, however, will almost always be a much keener judge of what blocks access. The student should discuss these matters with his or her coordinator along with the personal feelings and difficulties involved in dealing with each kind of obstacle.

Preparing a student for a successful and meaningful college career means also preparing for the world of work. The student should have the opportunity to air his or her goals. The student should learn from his or her counselor's perception of those goals and also from the observations and perceptions of the school's Placement Counselor. Ideally, a Placement Office on campus should orient itself to the needs of the disabled student. This includes: (1) working closely with the coordinator's office in preparing students for careers; (2) testing; (3) offering work-study situations; (4) providing access to training programs; (5) doing interview-technique counseling, and much, much more. The goal of life preparation is central to one's college career.

The counselor-coordinator is many things to different students. As such, the concept and role of the counselor and his or her activities varies from campus to campus. The basic responsibilities, however, should include at least the following:

1. Identification of and orientation for incoming students to the campus.
2. Providing priority registration to assist those who cannot independently complete normal registration procedures.
3. Providing prior faculty advisement where the student needs it.
4. Rescheduling classes to buildings and areas that are accessible, when necessary.
5. Acquiring proctors for students whose visual or neuromuscular problems preclude their taking exams as regularly scheduled.
6. Conducting group counseling sessions. This is an invaluable student experience for gaining insight and accurate self-perception.
7. Serving as an ombudsman for students and faculty in order to create a more positive climate in which mutual problems and community concerns can be resolved.
8. Familiarizing oneself with the students' basic academic skills to have a realistic perception of where the students' strengths and weaknesses lie.
9. Maintaining a liaison with off-campus community, state, and federal agencies serving the disabled.
10. Providing comprehensive support equipment and services such as:

tutors	readers
transcribers	note-takers
braille writers	proctors
tape machines	interpreters
assistants	escorts, etc.

All of these services can be drawn from resources and manpower available on campus. For example, students in the same classes and programs can and should take on some of these roles, often for remuneration.

The disabled student can further implement access by participating in various student activities including organizations of disabled students. In addition, the disabled student can work in the coordinator's office, particularly giving help to incoming disabled students who are not yet fully oriented to campus life. Students can participate in peer counseling which is coming into its own. General dissemination of information about disability, increasingly done by students on campuses, furthers the cause of civil rights for this segment of the population as an identifiable minority group.

These group activities and the resultant socialization will develop the realization that it is the disabled who have the most insight and sensitivity to the problems and dynamics of disability. Disabled individuals will realize that they should organize themselves and make decisions for themselves. They should influence individuals who make decisions that effect them such as college administrations and state, federal and municipal agencies. In short, in order to be most effective collectively as well as individually, we must seek out and contrive to effect a majority of disabled individuals on the staff and board of any agency or office serving

disabled individuals. This is not in any way meant to impugn the abilities or intentions of non-disabled deliverers of services. Through collective action the non-disabled benefit professionaly and personally by becoming more sensitized to our situations.

In summation, I will again quote David Wright, who puts it so aptly:

> "The handicapped are less at the mercy of vague unhappinesses that afflict so many, especially those without aim in life, whose consequent boredom promotes what used to be called spleen. The disabled have been given a built-in, ready-packed objective which is always present: a definite impediment to get the better of. Like the prospect of hanging, it concentrates the faculties wonderfully!"

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STUDENT AND COORDINATOR: CREATING ACCESS THROUGH INTERDEPENDENCE

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ABSTRACT

The signing of Section 504 provided impetus for post-secondary services for handicapped students. Coordinators are an institutional response to the need for access and must have an interdependent relationship with students to function successfully in providing access. Balanced action by students, coordinators, and administrators is needed to create a climate for implementing access.

There have always been students with disabilities in American post-secondary education; however not many had severe disabilities. American institutions of higher learning have had students with some form of disability since their beginning. It was not until after World War II that the first program of services for the severely disabled was developed in post-secondary education. It was developed by Dr. Timothy Nugent at the University of Illinois. Almost a decade later other institutions slowly began to establish programs for disabled students. The beginning of the growth period was 1970. The growth of service programs for disabled students has intensified over the past year, due to the signing of Section 504 of the Rehabilitation Act of 1973. Program growth is expected to continue as institutions begin to act upon the recommendations of the mandatory Section 504 self-study.

It is rather odd that Section 504 has been the impetus for something that has been needed for many years. Section 504 does not mandate a program or program coordinator for the handicapped. Section 504 does not even address post-secondary institutions establishing a program to coordinate or provide services for handicapped students. Upon examination of the wide range and scope of services and activities covered by Section 504, however, a need for a coordinating-and information-providing function becomes obvious.

COORDINATORS ARE COST EFFECTIVE

It is more cost-effective for an institution to hire a coordinator of handicapped services who is a generalist in the field of disability than to hire a specialist in housing and disability, a specialist in curriculum and disability, or a specialist in library resources and disability. To employ an individual in each department affected by Section 504 would be prohibitively expensive for most institutions. In order to touch upon all subjects mentioned by Section 504, an institution will employ one or possibly two generalists as staff for 504 compliance. The job title may reflect level of institutional commitment to equal access, or the opinion of the individual writing the job description. A committed institution probably will not mention Section 504 other than as part of the job description, and will use a title such as director of services for disabled students or handicapped service coordinator. The job title at an institution that is complying grudgingly will reflect a concern for the legal aspects of paper compliance, rather than a concern for the special problems and needs of handicapped individuals.

A coordinator is the visible sign of the institution's commitment to implementation of access. A graduate assistant half-time as coordinator does not reflect a great deal of institutional commitment. A staffed full-time office with a coordinator, clerical assistance and access to work-study aides reflects more commitment. Such an office, with substantial budget support, and visible signs of support from administrators, will serve to gauge the commitment of the institution. To be an agent for change, to affect an institution whose coordinator is concerned with avoiding trouble over 504, is going to be a great deal more difficult than having impact on

an institution that is committed to equal access for all students. Section 504 is not a key that will unlock access at the institution. Section 504 is the alarm that has wakened institutions to the problems of equal access to education.

DEFINING THE COORDINATOR

What is the role of the coordinator? According to "Websters New Collegiate Dictionary," ". . . to bring into common action, movement, or condition . . . to act together in a smooth concerted way . . .." A coordinator is the focal person who should act to bring together students, administrators, faculty, and members of the community in "a smooth concerted way" to create an accessible environment in the areas for which the coordinator is responsible. The definitions of the coordinator's role that are given throughout this paper are primarily intended to illustrate the student and coordinator interface.

The fundamental relationship between students and coordinator is one of "interdependence." Students entering an institution have needs in the areas of access, supportive services, and career information. A coordinator's response to these needs would involve providing or coordinating services and information. Students have the right to monitor and have impact on the quality of services provided. At the same time, they also have the obligation to provide persistent, accurate, and instructive consumer feedback. Feedback consisting of "hey, you blew it," or "boy, that's a lousy way to do it," is not feedback, but is simply the whining of incoherent undergraduates. Consumers that say "this is a poor method of service because it tends to injure morale" or "this service method would work if the following three changes were made" give informed feedback that should be useful in remediating a problem. Consumers have a right that is almost a duty to monitor services and feedback information in a way that will have impact upon the quality of the services received. Accompanying this right is the responsibility of communication. Telling the coordinator that he/she blew it is not effective communication, but, telling the coordinator why the problem occurred is.

The main purpose of this paper is to address the roles of and the relationship between the coordinator and students in implementation of access. It will discuss students' and coordinator's effect on the administration, and the students' impact on coordinators because students' actions are equally as important as coordinator's actions in their possible effects on the institution's administration. Students can do things that the coordinator cannot, since they are outside the administrative structure, and not subject to the constraints of the table of organization. There are actions a student can take for the coordinator, which a coordinator cannot take without permission. A student could make an appointment with the President of a university to discuss a problem, while the coordinator must send communications upward through two or three levels of supervisors. If the coordinator called upon the President, he could get into trouble. If the students act, they are acting with initiative and responsibility. This makes points for getting a job done, and establishing credibility with the coordinator, and for the program. Both student and coordinator must remember that their actions alone will not cause implementation of access at their university. The effect of their actions upon the administration will assist, or hinder the creation of an accessible educational environment. For this reason any action taken by the student should be planned well in advance of implementation and supported by firm data, or at least common sense. Before a student can carry out an effective course of action he/she must have access to information relevant to the problem at hand. The place for finding information should be provided by the coordinator.

COORDINATORS AS EDUCATORS

The bewildered freshman is a standard joke on many campuses. Students entering the academic mill may frequently have difficulty in coping with the myriad decisions needed to successfully face the college environment. For the bewildered freshman many schools offer orientation, personal growth groups, or entering student counseling centers. All of these are designed to provide the new student with resources to use in coping effectively with the new environment. The entering student who happens to have a disability is not

immune to the bewildered freshman syndrome and may have freshman problems complicated by disability. These students may require all of the special services for entering students and in addition may need information on methods needed to prevent their disability from becoming an academic handicap. A major responsibility of the coordinator is to provide information resources that students can utilize to become more effective in their environment. Many types of information are available to students and coordinators. The National Federation of the Blind publishes a handbook for blind college students. Students currently enrolled may serve as peer counselors and much of the published material on disability contains information that relates directly or indirectly to the student. Both students and coordinators will find the bibliographies published by the National Paraplegia Foundation, the Easter Seal Society, the Library of Congress Division for the Blind & Handicapped a rich source of information. Many periodicals such as "Paraplegia News," "Accent on Living," and the "Braille Monitor," list new and useful publications.

Being disabled does not automatically confer expertise on disability. The increased levels of consumer involvement in planning mandated by Section 504 call for an increased level of expertise on the part of the handicapped individual. This is an additional reason for a program to provide files and reference works on all aspects of disability for student use. The coordinator must provide information, help educate and at the same time be educated by the students to their needs, while informing and educating students. This interactive education should take place continuously. It may prove to be as important over the long run as the communications concerning campus problems it may accompany.

ESTABLISHING PROGRAM CREDIBILITY

In order to effectively monitor services and have impact upon the coordinator or upon the institution, credibility must be established and maintained by both student and coordinator or communication between students, coordinator, and administrators may not take place effectively. If effective communications will build credibility, ineffective communications will build misunderstanding and hostility. The breakdown in communications between institution and students during the sixties proved that unrealistic or non-negotiable demands are worse than useless on the campus. They are dramatic and may stroke student egos, but, as an effective change strategy they are useless. Program credibility is not developed by approaching the university administration and demanding that all 15 campus buses be converted for wheelchair access before the start of the next term. Approaching the administration and communicating a need for effective, accessible transportation, and explaining what can be accomplished by modifying vehicles, purchasing different types of vehicles, or by modifying routes will build credibility and positively influence the institution.

There is a poster above my desk that reads "Do not run mouth without engaging brain." Students and coordinators must do background work before meeting with anyone. Learn what is meant by cost effective and how to think in terms of what is cost effective for the institution. A student who talks about cost effective services will be listened to more closely than a student who talks about services regardless of costs. Students and coordinators should work toward building a strong personal relationship with administrators having control over the implementation of service programs. All deans and the directors of housing, health services, campus planning, and the physical plant are major figures in the process of creating access, however, these administrators will follow cues given by the president, vice-presidents, or provosts. This domino effect means that the entire administration should feel that the students and coordinator are helping to solve problems, rather than causing trouble, so that the process of implementing access will flow more smoothly.

People function best when they act on their own rather than reacting. If an administrator is made to feel he is being told what to do communication is broken down before it has had a chance to start. You can catch more flies with honey than you can with vinegar.

Students and coordinators must actively monitor the activities of the institution and learn the psychology of the institution. An in-

tuitive feel for the probable reaction of administrators or faculty to events is a necessary tool for any person wishing to become an effective agent for change.

The physical environment is equally as important as the political environment within an institution of higher education. The constant ebb and flow of campus life over the school year and during the breaks may reveal potential trouble in unexpected areas. A ramp built in summer may prove icy in winter. An accessible student center may be abandoned in summer as students migrate to the riverside tavern. Office-bound coordinators may never notice the environmental aspects of student life, so the students should inform the coordinator of current or potential problems from the student viewpoint and the coordinator must inform the students of current or potential problems at the administrative level. Information exchange must be mutual and plans should be shared. Independent operations may work against each other and cause harm to the program.

Responsibility for a successful working relationship rests on both student and coordinator. Students must feel free to question, advise or simply visit with the coordinator. The coordinators must be open to questions, advice and visitation. A coordinator who can manipulate paperwork well and write reams of program proposals, but, is not open to student questions, advice and visits is useless. A coordinator who is open to all forms of student input, but is unable to cope with the paperwork, is equally useless. A successful coordinator needs to work with people and paper with equal skill.

Interpersonal chemistry is vital to the relationship between students and the coordinator and vice versa. A chemistry that cannot be reduced to a formula for action and that cannot be in any way quantified must occur for a truly successful relationship to exist between students and a coordinator. Chemistry is situational as well as interpersonal and a coordinator who is a west-coast superstar may bomb out in the east. A student/coordinator relationship without chemistry may work well, but, there is a brightness, a sparkle, an enthusiasm that is missing but may never be missed because its effects were never known.

As a student coordinator I find that the chemistry of the relationship between the students, myself and the administration is extremely important, because I can speak only for the students for as long as they want me to. More importantly, I can only speak for the students effectively for as long as the University will listen to me. Thus, the chemistry between coordinator, students, and administration is vital at my institution.

The fact that a successful student/coordinator program exists at Georgia may raise the question, "Do we really need a university coordinator, or can we as a student consumer group be our own coordinators?"

STUDENTS AS COORDINATORS

Student consumer groups can serve as service providers successfully if continuity of services is assured. A failsafe method of assuring continued service provision beyond the tenure of the originating group or person must exist or services are temporary in nature. Student workers are not always available since even the most committed student provider must follow the cycle of academic life. Final examinations and closed dormitories may halt the most dedicated student group. Attrition through graduation is another problem that the student group must face. Within constant training of replacements for graduating seniors, the only person that can coordinate an activity may graduate with no replacement capable of competent performance at hand. If the student group has no one interested in directing the activity, the most effective training program available will not suffice. How may a student group assure continuity of essential services?

Coordinators provide continuity to service provision. A permanent, paid coordinator is available throughout the year, and serves as the failsafe for services originated and carried out by the student group. The role of continuity provider is a major component of the coordinator position. As employees, coordinators have long-term rapport with the administration, as opposed to the comparatively short tenure of individual students. A coordinator is as necessary for the continuity provided to a student program as the students are to the coordinator for the information, feedback, monitoring and ideas they can provide. A coordinator must be a generalist in the field of disability, and being a generalist is

both a strength and a weakness since a coordinator will know more about many disabilities, but, students know more about their disabilities subjectively than any coordinator can. Students must share that knowledge and keep the coordinator on course. If a coordinator is able-bodied, he/she should be kept continually resensitized to all forms of disability. If the coordinator has a disability, there will definitely be a need to sensitize him/her to other disabilities. Students must guide the coordinator toward a full understanding of student needs while constantly reviewing and evaluating the coordinator's actions. Students have a responsibility to express their needs, especially those students who are shy about talking about their problems and tend to get lost in the crowd. These students must make an extra effort to communicate with the coordinator. The coordinator is going to spend time with people who may not have the most important problems but are there with him in the office. If the squeaky wheel gets the grease, then students who suffer in silence will be shortchanged on services. Therefore, all students must talk to the coordinator and help keep him honest. Not only honest in terms of the proper treatment for all disability groups regardless of who is loudest at the moment, but mindful of the fact that his responsibility is primarily to the student and not to the administration. Being a bureaucrat, being an administrator, is a game all its own, and coordinators can get tied up in the paperwork and the little trappings of power and lose sight of the group that they serve. If the coordinator starts doing that, he should be dragged back to earth quickly, otherwise, students lose the coordinator and the institution gains a bureaucrat, to the detriment of both. The coordinator is there for the students. Students are not there for the coordinator's convenience. Coordinators are employed to provide students with services that they have requested, services that students may not know are available.

The coordinator is employed because he/she has the skills and knowledge that the administration feels are needed to serve students well and to fill a perceived need for a 504 figurehead or possibly for a combination of all of the previous reasons. Whatever the reason, he/she is employed and is the official coordinator for the students. The students are the reason the coordinator is employed and they are the population he/she serves. It is up to the students as much as to the coordinator to have a relationship that is innovative, pro-active, and satisfactory to all parties involved. Once such a relationship exists, the task of originating projects becomes easier as does the determination of priorities, and the actual set-up of any specific project. A coordinator may assist a student project such as a campus awareness day, by providing clerical support, programmatic advice, public relations assistance or funds. A coordinator may assist in fulfillment of student conceived projects such as accessible transit planning, by translating student input into the proper bureaucratic format, guiding the transit proposal through channels, and fighting for funding at the budget meetings. The student can aid the coordinator's projects by providing on the spot feedback, informal peer polling, doing research or development with the coordinator, and by lobbying the administration.

Both student and coordinator should separately and then jointly evaluate projects and possible priorities according to the following criteria:

1. Practicality for consumers.
2. Effect on non-consumers.
3. Technological feasibility.
4. Cost-effectiveness.
5. Scope of the alternate timeframes.
6. Availability of resources.
7. Allocation of available resources.

The double evaluation of each project or priority will yield a list of projects or priorities that reflects both student needs and institutional realities. Students should note that any budget, no matter how large, is set well in advance of the time a student may perceive needs. Some funds may be found or diverted to meet a pressing need, but, generally there is a one to three year budget lead period to consider in planning. The budget lead period is the major reason why a realistic priority list is needed. Students do not develop unrealistic expectations of their institution if they have an understanding of the length of time needed to guide a project through the budget process. The role of the coordinator during a long-term budget process would be to pro-

vide continuity and work along with students to create a climate of project support among the members of the budget committee or in the business office. Coordinators for projects that require special funding have the responsibility to identify potential funding sources. Students originating proposals have a responsibility to refine the proposal until it is as cost-effective as they can make it. The sixties, when money was readily available, are gone. Funds are in short supply everywhere and there is a need to be cost-effective in planning in order to be competitive in the funding process.

STUDENT AND COORDINATOR SHOULD ACT IN CONCERT WITH ONE ANOTHER

Unilateral action by coordinator or student can prove counterproductive. For the coordinator to say, "this is needed" and for the student to say, "no, it isn't," will tend to reduce the credibility of both. If student and coordinator must disagree, keep it private. Hanging out dirty laundry is no way to build a program or cement a relationship. There are not enough people involved in the movement toward an accessible environment in any one location to risk not showing a united front.

The task of creating access to postsecondary education is too important to play politics or personalities with and calls for a major effort by all persons involved to work toward an atmosphere of cooperation where administrative support, a knowledgeable and experienced coordinator, and mature, responsible students blend their efforts into the creation of an environment where all persons have equal access to all aspects of postsecondary education.

THE ROLE OF DISABLED STUDENT ORGANIZATIONS ON THE AMERICAN COLLEGE CAMPUS

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ABSTRACT

This paper will deal with the problems student organizations will face in dealing with the administration, faculty, and staff. Secondly, it will deal with ways the organization can avoid these problems. Thirdly, it will deal with the problem of idealism vs. realism.

INTRODUCTION

The disabled student organization on a college campus performs varied roles depending totally on the people running the organization. The students in charge are the ones who motivate the other members of the organization. This is anything but an easy task. It can take the first year just to get the organization off the ground and to a point where it can start to look at some of the ways to deal effectively with the administration, faculty, and staff.

There are several things an organization must have if it is going to deal with the problems of making a college campus accessible. A student organization should have the following elements: a constitution and bylaws, broad membership, an advisory board, an outreach program, management by objective approach, and good sound programming.

CONSTITUTION AND BYLAWS

The constitution and bylaws are the most important. It is the constitution and bylaws that spell out how the meetings will be run; how the officers will be elected; what powers the officers have; what duties these officers will perform; how often meetings will take place; how special meetings are called; how money can be spent, etc. It takes time and knowledge to put the constitution and bylaws together. On many college campuses, the student organization must have certain elements in their constitution and bylaws to be recognized and funded by student senate. These regulations are usually available from the student senate office.

The most important part of the constitution and bylaws is the purpose of the organization and the means by which the organization will achieve its goals. The University of Iowa outlined the purpose this way, "The purpose of Restrict Us Not (R.U.N.) is [1] to make the public more aware of the problems and the rights of the handicapped; [2] to support the removal of architectural and other barriers; [3] to support the construction of things that will make the University of Iowa and the community more accessible for the handicapped; [4] to lend support and assistance to anybody with specific problems related to their handicap, legal or nonlegal." In this way the organization can attempt to deal with any problem that arises.

ADVISORY BOARD

An advisory board might include a professor, a businessperson, a representative of the university administration, a staff person, and the coordinator of disabled student services. The advisory board is not a must, but it can definitely help the organization achieve its goals more easily. The advisory board can be a great help in opening lines of communication between administration, faculty and staff. It can also be of great assistance in budgeting, planning, and in giving the organization some stability as most members will only be active for four years. The size of this board can vary anywhere from four to twelve members.

BOARD MEMBERSHIP

Disabled people sometimes tend to forget that there are able-bodied people that can be of great assistance. On most college campuses disabled individuals are few and, therefore, the organization needs to rely on the able-bodied to give it support. The organization must also try to get as many different disabilities represented as possible. This is very important. It is hard for paraple-

gics to understand fully the needs of the blind. With a broad membership the organization can see different ways to go about settling a problem and different needs can be met.

OUTREACH PROBLEM

The outreach program lets the community, faculty, staff, and administration know of upcoming meetings, events, and services that are available through the organization. This can be achieved through newsletters, mailings, and by word-of-mouth. An energetic outreach program will encourage broad community participation, support, expand sources of funds, and sensitize the community in general to the needs of the handicapped student.

MANAGEMENT BY OBJECTIVE

Management by objective (MBO) is an excellent way for the organization to look back and see what progress has been made and to plan coherently for the future. MBO is simply setting up a program and doing it in a way that it's results can be measured. For example, instead of the organization saying "We are going to push for curb cuts this year," they say, "We are going to push for four curb cuts this year by December 31." Then at the end of the year, the organization can look at what has been done and see that only three curb cuts have been installed. They, therefore, accomplished 75 percent of what they set out to do. Having this information can be extremely useful when you are going before the Student Senate for money to run the organization for the next year. MBO can also give the members of the organization a chance to see what they have achieved and assess what remains to be done.

PROGRAMMING

If a constitution and bylaws, broad membership, an advisory board, an outreach program, and MBO are going to happen it will be done by good sound programming. Programming is simply a plan of action for the purpose of giving the organization a set of goals to achieve. Programming will also decide how these goals will be achieved. Included in programming is fund raising, budgeting, planning activities the organization wants to hold, such as research, newsletter, etc. In a college or university setting, this is something that should be done over the summer and put into action by late September.

STRATEGIES FOR INTERACTION WITH THE ADMINISTRATION

Interaction with the administration, faculty, and staff can be achieved if a few precautions are followed. The administration and faculty are there to do a job and most of them will go out of their way to do that job. Colleges are required by law to make their facilities and programs accessible to the handicapped. Now the question becomes how does the college do this. Within the last few years, with the advent of legislation, colleges and universities want to know what the handicapped population wants. This is not to say that they are going to get what they want without doing any work. If the organization is willing to follow a few basic guidelines and is able to compromise, they will be able to enjoy an accessible campus. These guidelines are:

1. The organization must not make demands.
2. Once the lines of communication have been established, do not let these lines be put in jeopardy.
3. Always use the appropriate chain of command.
4. When presenting information and data make sure the data is accurate, complete, and factual.
5. Do not let idealistic get confused with what is realistic.

If these guidelines are followed the organization will find that it is much easier to work with the administration.

DEMANDS

If there is one thing the administration does not like, it is being told what to do. They like it a lot better if someone comes into their office and asks them for something. If a demand must be made, make sure that the demand is reasonable. If the organization makes a habit of making demands, the administration will eventually ignore everything.

COMMUNICATION

Setting up the lines of communi-

cation with the administration and faculty can be the hardest goal the organization has to accomplish. It is not always easy to get administration and faculty to attend meetings and activities. When they attend, take time to introduce them and ask them how they would accomplish a certain goal. This can make the work of the organization much easier because they know how the administration works and the source of funds. Once these lines of communication have been established do not let something cut these lines. It can take years to set up these lines. It can take even longer if the administration is upset with the organization.

CHAIN OF COMMAND

Using the appropriate chain of command is a must. If the organization can gain support from the people at the bottom of the chain, their chances for success are improved 100 percent. If the organization goes to the President of the college or university and he says, "No," the only place to turn is the Board of Trustee's. The student organization which respects the administration's time and perogatives is apt to be more successful in achieving its goals.

INFORMATION AND DATA

Research pays dividends. One way to get this research done is to get a professor or department to sponsor an independent study. A research project might be a study of cost effectiveness of postsecondary education to the handicapped individual. In this case, the student would determine if the money being spent for disabled students to go to college is being well spent. Once this research is done, you can go to the administration with specific knowledge about the subject. You can also see the bad parts and correct deficiencies in an action plan so that the administration can move on it much more quickly.

REALISTIC vs. IDEALISTIC

The difference between defeat and success is being able to separate idealism from realism. It would be great if there were no barriers. There are many barriers. There is also no student organization that is going to do away with all the barriers. When an organization realizes this, they are halfway there. There is always going to be someone in the administration or faculty that will be prejudiced toward the handicapped. There will always be that professor that will not give a handicapped student more than a "C" for a grade. Handicapped students must realize this and work around these individuals. The organization must also take a look at accessibility in realistic terms. Some schools are trying to make 100 year old buildings accessible. It is idealistic to think that they can make every doorway accessible. If you can get one doorway in these buildings accessible consider it a job well done. In the buildings being planned and constructed make sure all of the doorways are accessible. That goal is realistic.

INTERACTION WITH THE COORDINATOR OF DISABLED STUDENT SERVICES

Interaction with the coordinator should be helpful for the organization. This person should already be aware of the problems facing handicapped students and work to eliminate these problems. Just as the coordinator is an asset to the organization, the organization can be an asset to the coordinator. If the two work hand in hand they can make each other's job easier. The organization should also take part in the hiring and evaluation of the coordinator.

In the hiring process the organization can select a committee of handicapped individuals to interview the applicants. This committee can determine who is best qualified for the position. Their decision must be communicated to the administration. These arrangements must be made between the administration and the organization.

The organization ideally selects a committee to participate in the evaluation of this person. This, too, would have to be arranged with the administration. At the University of Iowa, the coordinator has certain objectives to accomplish. The committee can look at these objectives and see which ones have been accomplished and the degree to which they have been accomplished. Students must put pressure on both the administration and coordinator if change is going to take place. The job is too big for the coordinator alone.

The people selected for the committees must be able to carefully look at the objectives. How hard are the

objectives? Who benefitted? To what degree were the objectives accomplished?

The advantages of the student organization becoming involved with the hiring and ongoing evaluation of the coordinator are many.

SUMMARY

In summary, the first problem the organizatin will face is the organization. These problems are many and must be dealt with before the organization can deal with the administration effectively or knowledgeably. Once these problems are overcome, precautions must be taken in order to set up the necessary lines of communication. Research must be done in order to talk to the administration knowledgeably. Never place demands on the administration unless all other channels have been closed. Overall, most organizations will find that the administration, faculty and staff are an energetic and interested group of people.

CAMPUS ADVOCACY: EDUCATING THE ACADEMIC COMMUNITY AND INTEGRATING THE DISABLED STUDENT INTO THE ACADEMIC ENVIRONMENT

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ABSTRACT

This paper, drawn largely from my experiences as a blind student at State University of New York at Binghamton, will discuss some of the techniquesand approaches which I have found most effective in educating the academic community about disabilities and achieving maximum integration of the disabled student in the academic environment. I will concentrate heavily on the "educating" role of the disabled student. I regard this function as the corner stone of any effective advocacy program. I will begin by outlining my conception of the educational function, and then address the more particular aspects of effective advocacy in a typical academic community. I will conclude with a brief discussion of the role of the disabled student coordinator in achieving effective advocacy.

There is a wide variance in the size of student body, size and age of physical plant, course offerings and overall educational outlook between academic institutions. There are equally variant interests, talents and aspirations of disabled persons. Any statements made here must, therefore, be of a fairly general character and might be subject to certain qualifications in particular situations. I feel that the ideas expressed here, while not novel, provide the basic attitudinal framework for an effective advocacy program in an academic setting.

My basic contention is that effective advocacy will be achieved only when disabled persons actively engage in educating the public about disabilities. This is certainly not a new idea. Educating the general public about the problems, needs and aspirations of disabled persons continues as the issue of awareness. This "teacher" role is not a new experience for most disabled persons. As disabled persons, most of us are acutely aware that we perform an "educating" function with respect to the general public every time we step out of our homes. In applying this to the campus setting, it is useful to think of the disabled students as teachers and the faculty and administrative personnel as students.

With this framework as our starting point, the most important question is, "How can we utilize this teaching role effectively to achieve full acceptance and integration of the disabled student in the academic environment." It is my strong belief that anyone who wishes to be effective in this educational role must be able to evaluate and accept their student's present level of awareness. In short, awareness is a two-way process. We should strive to heighten the public's awareness about disabilities and to increase our awareness of how we are perceived by the public. In past years, there was no deep inquiry in this area. Disabled persons were acutely conscious that the general public regarded them as objects of pity who required constant attention and assistance and who would never be able to contribute to society in any meaningful way. This disparaging attitude unfortunately persists. The recent achievements and increased activism by disabled persons has been instrumental in the enlightened perceptions by the general populus. Faculty members and administrators, for the most part, are quite unaware of what the disabled are capable of achieving. Given the increasing number of disabled persons attending academic institutions, I believe it is fair to state that attitudinal change is occurring at a somewhat faster pace in these institutions.

In my experience, the most common attitude among academic personnel toward a disabled student is a mixture of admiration and fear. Unfortunately, the latter emotion is much more prevalent when a disabled person first begins his postsecondary academic career. Because of a lack of awareness, academic personnel are anxious and fearful when a disabled person first comes to their college or university. They are only aware, or more accurately, they think that they are aware of what the disabled cannot do. They have many

unresolved questions about how a disabled person will be able to function at their institution. Mainstreaming is a fairly new phenomenon. We, as disabled persons, must accept the fact that we present a new and in some ways a frightening challenge to faculty and administrators. Here is where the educational role of the disabled student becomes critically important. To adopt the teacher/student model again, disabled students, as teachers, must accept our students as we find them. We, as disabled students, should take the initiative in anticipating answering and allaying the anxiety of the academic community. Students are taught more effectively when they feel at ease with their teacher. The first priority is to make all sectors of the academic community feel comfortable about the presence of disabled students.

Using an effective advocacy program, what steps are most useful in achieving this integration of disabled students into the academic environment? At the State University of New York at Binghamton, the Association for Disabled Individuals sponsored weekly rap sessions where disabled and nondisabled students, faculty and administrators were invited to discuss the problems and needs of the disabled community in a relaxed and informal atmosphere. While recognizing that such meetings attended solely by disabled persons might cause stigmatization, it was felt that group interaction with the academic community, might result in effective solutions to common problems. This ultimately proved to be the case. In addition to this function, these weekly rap sessions provided a convenient forum for disabled students to exchange much useful information. It also provided a mechanism for gathering the essential input for many subsequent programs. The prioritization scheme in the placement of curb cuts, the establishment of a reading room with recording facilities for blind students, and the preparation of a handbook for in-coming disabled students in the fall of 1976 are some examples.

Another very effective technique for educating the campus community at S.U.N.Y. Binghamton was the production of a film which dealt with the specific needs of the blind student. The film was designed to be presented in conjunction with seminars for faculty. The film showed how a blind student normally functions in the classroom using a variety of equipment. The problems encountered in acquiring needed materials in a readable form were included. It also indicated the necessity for faculty to supply book lists as early as possible so that materials could be prepared in advance. The film explored the campus and community resources which are available in dealing with specific problems. Throughout the film and seminar presentation, emphasis was placed on answering the most frequently asked questions about blind students. The anxiety which many faculty members felt about having blind students in their class was relieved. This was a pilot project. At the time of my graduation, it was expected that other films would be produced concerning other disability groups.

Effective advocacy with appropriate administrative personnel is required to establish more far-reaching programs to aid the disabled student population. This is especially true for overall policy positions concerning architectural and programmatic accessibility. To the extent that a particular problem situation is unique, a specific ad hoc solution might be acceptable as the most effective way of dealing with the problem. Given the legal mandates of Section 504 of the Rehabilitation Act of 1973, specific policies must now be formulated on admission and integration of disabled persons in our colleges and universities. Here again, the basic function to be performed is an educational one. Disabled students must take the initiative in articulating their needs and concerns to appropriate adminsitrative personnel. Such action by disbled students should be through some organizational structure. Community action helps to dramatize the need for appropriate change, and insures that proposed changes will not adversely affect any disability group. For example, placing curb cuts in a certain manner may be hazardous to the blind. When the disabled student group is able to present well-examined, clearly defined proposals to the administration for consideration and implementation, the goal of effective advocacy is realized. Administrators, recently confronted with the challenge of providing architectural and programmatic access to the disabled, are usually very willing to accept whatever input disabled students wish to provide. Administrators realize that the basic input for any program should come from the

disabled students. As disabled students, we should recognize that the administration has the expertise to implement our suggestions effectively. When the disabled student population and administrative personnel are able to work together in a cooperative and mutually supportive atmosphere, programs and policies emerge which benefit all concerned.

Finally, I would like to discuss the role of the disabled student coordinator. With the advent of Section 504, most colleges and universities have designated a person within the administration to initiate and monitor policies and programs for the disabled. Many colleges and universities have hired a full-time disabled student's coordinator for this purpose. Ideally, a disabled student coordinator should function as a counselor for and advocate for disabled students. Here I will restrict myself to the advocacy function. The disabled student coordinator should be the initial contact person on all matters concerning disabled students. In this capacity, the coordinator must be an effective listener to all sectors of the academic community. S/he should be able to assess accurately the needs, problems and concerns of the disabled student population on campus. The coordinator should translate this knowledge into concrete programs and policies. The coordinator should interact with the disabled students in order to solicit their ideas and suggestions. The coordinator must have the administrative expertise to effect meaningful change. The disabled student coordinator, more often than not, becomes a liaison between the disabled students and the administration.

The foundation of any effective advocacy program is a two-way awareness program which includes educating the academic community about disabilities and educating ourselves about the most effective methods of overcoming generations of prejudice and ignorance. Any activities which achieve this educational function and foster honest communication among all sectors of the academic community about the needs, problems, hopes and aspirations of the disabled should be greatly encouraged. I firmly believe that the most effective form of campus advocacy is provided by the day-to-day examples of more and more disabled students participating fully and meaningfully in all aspects of campus life.

CONSUMER ADVOCACY IN THE COMMUNITY ORGANIZATION: HOW TO

Virginia A. Hemmerich, Ohio Consumer

ABSTRACT

Organizing the consumer advocacy group within the local community, is in many respects, very similar to organizing the student group within the educational institution. While the university setting is more homogeneous in nature, the community is more heterogeneous in makeup and provides a more diversified element of problems that must be dealt with and at the same time provides more resources with which to work.

Areas of concern will broaden and change as one moves from the school into the larger community. There remain, however, the same basic concepts in both settings. This paper is intended as a tool in moving from the student advocacy experience in the university to the consumer advocacy efforts in the community.

Organizing the consumer advocacy group within the local community is, in many respects, very similar to organizing the student advocacy group within the educational institution. There are, at the same time, distinct differences. The key persons change: the college president may become the mayor of the city, department heads change to county commissioners.

While the cast of participants and areas of need may change as one moves from the school into the larger community, there remain some basic, underlying concepts that are relevant to initiating change and overcoming obstacles to the handicapped. The need to educate and generate public awareness, the need to bring about change and the need for full participation in one's environment are constant. The skills used to accomplish these goals are basically the same in both settings.

The community affords a large number of social services, health care delivery systems, transportation and employment systems and governmental bodies in which and through which change can occur. These groups are important channels through which to work to bring about needed changes in society and into which your group can feed valuable input.

Some basic steps to follow in starting a consumer advocacy group in the community are:

1. Seek out a few other handicapped individuals with similar interests and form a small core group.
2. Assess the handicapped population within your community.
3. Assess the major needs of this group.
4. Enlist the support of existing community organizations.
5. Define certain goals and objectives to be accomplished.
6. Set up a structured organization with officers, committees, and plan regularly scheduled meetings.
7. Structure committees and programs to bring about the realization of your defined goals.
8. Create a strong public relations/public awareness and education thrust.

ORGANIZING THE LOCAL COMMITTEE

Begin at the Beginning

Where no consumer advocacy group exists (hereinafter referred to as Local Committee), it is necessary to start with only a few other handicapped or nonhandicapped persons with similar interest who have the time and energy to devote to starting a Committee. Start simply. Meet in your own home, if you choose, to decide the general direction in which you want to go. Make a careful study of agencies and organizations within your community whose primary interests are similar: e.g., Bureau of Vocational Rehabilitation, Bureau of Employment Services, Bureau of Services for the Blind, any private rehabilitation agency, major handicapped groups such as Multiple Sclerosis, Muscular Dystrophy Association, Goodwill Industries, etc. Invite

representatives from these groups to an organizational meeting.

Every community has facilities for public meetings; however, it is mandatory that the site you choose be accessible. It may be a meeting room in a bank, a public library, government building, etc. Contact a person in charge and set up a date and time for your first organizational meeting.

The Organizational Meeting

This first meeting should center around the basic needs for a local committee, goals and objectives. From among this group, designate officers which may or may not be temporary. Even though this group may not remain the same, it is important to establish some structure at the beginning for the designation of responsibilities. It is necessary to name a Chairperson, Vice-Chairperson, Secretary-Treasurer and Public Relations Chairperson.

The group should develop a broader list of persons to be invited to the first general meeting (See Appendix A). At this time you will want to include in your discussion, possible projects that could be undertaken and various subcommittees that will need to be formed.

You will need to draft a letter of invitation to the first general meeting. Usually within your initial group someone has access to printing or duplicating equipment. Someone may represent a civic organization that is willing to make a donation of printing materials, stationery, envelopes and stamps. Use resources at hand. Inquire around and you will most likely find a club or group, or a concerned individual, who will be willing to provide the small financial assistance needed to get started.

Recruitment

There are numerous methods of recruiting members and inviting interested persons to the first general meeting. Identification of the handicapped population, which you certainly will want to reach, can be achieved through public service announcements, newspaper articles, circulation of a questionnaire (See Appendix B), contacts in rehabilitation and health care agencies. Mail letters to the list of persons your group as drawn up (referred to as Appendix A). Use the home or business address of someone in your group as a return address for the questionnaires and correspondence.

It may be difficult to attract outside participation at first, but as your local committee is established and has demonstrated to the public that it is a credible organization, more persons are likely to become involved. By the same token, those who are not genuinely interested in the area of handicapped consumer advocacy, will soon drop by the wayside. A natural "culling" process will occur which is good. It is not necessary to have a large number of members. A small core of serious minded, dedicated and active persons can effectively work to bring about programs that can achieve effective change.

Public Relations

Having a good public relations person cannot be over-emphasized. At the onset of your committee, a capable public relations chairperson should be named. Not only at the onset, but as your group progresses, good public relations is one of the most valuable assets your committee can have. An atmosphere of enlightenment and public awareness of the problems faced by the handicapped population is necessary in bringing about any sort of constructive change.

If you do not have someone within your own group who is capable of handling public relations, it is advisable to enlist the support of a person involved in the news media. A good working relation with local newspapers, radio and T.V. stations is a valuable tool in your efforts.

The First Public Meeting

Hopefully this meeting will attract a wide segment of the population: the disabled, representatives from service groups, health agencies, government bodies and groups dealing with the disabled. The meeting should serve as a public forum for the discussion of problems and their possible solutions.

Opportunity should be given for the handicapped to express what they see as major needs within the community and their recommendations for meeting these needs. Open discussion will soon bring to focus what areas

of concern your group will prioritize and work toward resolving. Needs will vary from community to community, but generally speaking, the lack of adequate transportation, architectural accessibility and opportunities for gainful employment seem to be the most often cited problems faced by the disabled across the country.

The agenda for this first public meeting should include the explanation of the purpose of a consumer advocacy group, its goals, possible projects and future plans. Make a serious effort at the very beginning to emphasize the general purpose of your group as being one of action and change, not simply a recreational and social gathering. The chairperson will need to preside "with a firm hand" at times to keep the meetings from deteriorating into a monthly exercise of personal complaints and social get-togethers.

Everyone attending this first public meeting should be registered by name, address, phone number and status: i.e., agency affiliation, consumer, parent, etc. This will not only provide you with material for a mailing list, but will give your group a pretty clear indication of the areas of interest that have brought these people to your meeting. (See Appendix C).

A regular monthly meeting time should be decided upon. It has been found that day meetings are most desirable to the professionals in social services and business; however, a luncheon or afternoon meeting imposes a time limitation. Evening meetings are generally preferred by the handicapped consumer. Determine the concensus of your group and set up a time and accessible site for regular monthly meetings.

Evening meetings may present a transportation problem for the handicapped members because it is often the case that where accessible public transportation is available, it is in service only during normal working day hours, i.e. 7:30 to 5:00 p.m. Try to work within your community to provide adapted transportation. Some social service agencies, schools for the retarded, councils on aging, etc., have vans equipped with lifts or ramps. Elicit their participation and support in bringing the non-driving handicapped to the meetings.

The initial meeting agenda should also include discussing needs and the formation of subcommittees whose function would be addressing these needs. You may want to use some method of providing participants the opportunity of selecting a subcommittee on which they would like to serve. A form can be made up and circulated within the audience and people may indicate their area of preference.

Minutes of this meeting and notification of the next meeting should be mailed out to those in attendance within two weeks. It is a good idea to develop a newsletter to be mailed to your group's members as your organization develops into a full-fledged, functioning committee. Minutes of the previous meeting, progress of subcommittees, important news items and meeting announcements can comprise the body of the newsletter.

SUBCOMMITTEES

As group discussion ensues, the most important areas of concern to the handicapped will emerge. Subcommittees should be designated at the first general meeting to cover these areas. You will find that some committees will need to be permanent while others exist only long enough to fulfill a particular need. When that need is met, the subcomittee can be dissolved. A Speakers Bureau and Public Relations Subcommittee will be two that will remain as long as your group is in existence.

You will find that the purposes of some subcommittees may not exactly overlap, but must, out of pure basic function, work hand-in-hand. In creating subcommittees, be careful not to duplicate responsibilities. Always clearly delineate function and responsibility. Stress to the subcommittee chairpersons the need for keeping the Committee Chairperson informed and work in concert with other subcommittees.

Following is a brief discussion of possible subcommittees you will need to create and the basic function of these subcommittees:

Speakers Bureau

Within any community, whatever size, there exists civic organizations, public service and business groups, who are always seeking program speakers. Obtain a list of the groups in your community, compose a letter of introduction and indicate

letter writing.[3]

This subcommittee should work very closely with other subcommittees to keep them informed of laws as they pertain to employment, architectural accessibility, transportation, education, etc.

Transportation

This subcommittee will function to set up a source of transportation for the handicapped to regular monthly meetings. It will also concentrate its efforts in working with existing public transit authorities, or begin work in creating, adaptive transportation for the disabled.

In Miami County the Regional Transit Authority (RTA) Director was a member of our core group. The RTA folded due to a lack of funding. Efforts are now underway to recreate a public transportation system. Members of our advocacy group recently met with County Commissioners to offer our input and services in planning a new RTA. We extended our willingness to provide ideas and asked that a member of our committee be named to the RTA governing board.

The Transportation Subcommittee should be aware of recent federal legislation requiring transit authorities which receive monies from the Urban Mass Transportation Administration to make "special efforts" in planning services that can be used by the handicapped. Federal law also states that accommodations for the handicapped must be made in bus depots, air terminals, train stations, etc.

This subcommittee should work closely with the Architectural Barriers Subcommittee regarding problems faced by the handicapped driver. Adequate parking spaces, curb cuts, high parking meters should be surveyed and brought to the attention of city planners.

Architectural Barriers

It is a reality that not every little neighborhood shop is going to be totally accessible. But where new construction is going on and where existing public buildings can be modified, this subcommittee should be functioning. Builders, architects, city planners, managers, owners, etc., can be contacted and informed of new laws that require public building accessibility.

This subcommittee not only serves as a source of information to builders, but it should also act as a kind of "watch dog" to see that promised modifications have been made.

The Miami County committee is now being contacted by institutions, asking for their help in making public buildings accessible. The county's three hospitals have invited our group to tour their facilities and make suggestions concerning modifications. Ramps have been installed, elevator controls lowered and brailled, phones and drinking fountains have been lowered and hand rails have been extended at stair wells. We have been successful in getting ramps at restaurants and other public buildings, a large supermarket has widened a special checkout line to accommodate a wheelchair, handicapped parking spaces have been created and signs erected.

The personnel of two libraries have consulted our group. One library was in the process of remodeling and one is being built. They have worked closely with our group to assure that their services will be usable by the blind, deaf and mobility impaired patrons.

Education

This subcommittee will work closely with teachers and educators. It can provide programs geared to the young school student in an effort to educate them regarding handicapping conditions. Now that disabled students will be integrated into the public school system, your group should be available to offer assistance and answer questions. This is an area where the parents of handicapped children may wish to serve.

The subcommittee can work with teachers in outlining class projects where children may have a "Handicapped Awareness Day." Ablebodied students might adopt a disability and use wheelchairs, crutches, blindfolds, etc., so they can "experience" a handicapping condition. Children could survey their own school buildings for architectural barriers. They can set up an awards program where significant response to problems is recognized.

The area of education provides a direct link between the community and the area's colleges and universities for an exchange of resources

your willingness to provide a program. Someone from your group who can speak well before the public will then have the opportunity to address a club or organization, telling them the purpose of your local committee. Films from the state Governor's Committee on Employment of the Handicapped, state library, etc., are always available.

Programs can be designed that will speak to businessmen's groups (employment emphasis), service groups, governmental agencies, legal organizations. You will want to present a general over-all picture of your purpose, but at the same time, you can focus on a particular area of concern that will relate directly to the interest of the audience.

Public Relations

As has been stated earlier in this paper, a good public relations program is one of your most valuable assets. At the very onset of the formation of the Miami County, Ohio group with which I am affiliated, we were fortunate to have reporters from the county's two leading newspapers among our core membership. The county radio station also covered something of nearly every meeting. Through this radio station and local mental health services, representatives from our local committee were able to be on several T.V. and radio programs. I am sure that these efforts in simply keeping our name before the public did much in generating interest and resulted in contacting people our own efforts had failed to contact.

News can be "created." If you are planning a special event, contact the media in advance and they can be there to cover it. A particularly beneficial news item might be a special occasion when your group would recognize and honor someone within the community who has made a particular contribution toward your efforts. It could be a government official who has assisted in supporting some particular goal; it could be a restaurant or store owner who has made modifications at his place of business.

It is important to keep a scrap book of publicity clippings and notations regarding radio and T.V. coverage. A date book will assist your PR person to review past publicity and to plan for events in the future.

"Continuous publicity should be given to the problems of the handicapped people and the efforts the committee is making to overcome these problems. The PR subcommittee's efforts will accomplish these three goals:

1. Educating the public;
2. Establishing credibility within the community;
3. Recruiting additional support and members for the committee."[1]

Another helpful tool you may use is a business card. Someone within your group may have artistic talents (or ask an outside artist to assist) and can come up with an attractive logo symbolizing the purpose of your committee. The card should include the full name of the committee, an address or phone number(s) to which interested persons may direct inquiries. (See Appendix D) These cards can be distributed in a multitude of ways including hospitals, health care facilities, public libraries, welfare offices, county fairs, etc.

Legislation

One or two persons should be named to keep abreast of impending and existing legislation directly effecting the handicapped. In recent years, a great deal has been happening in local, state and federal government that has brought about new laws with direct impact to the consumer.

Pending legislation should be reviewed. Copies of federal bills are available through your U.S. Senator or Representative; copies of state bills are available through your State Senator or Representative.

The Ohio Citizens Council publishes a weekly "Legislative Bulletin"[2] while the General Assembly is in session. Your group may wish to inquire if such a service is available in your state and subscribe to it.

The Legislation Subcommittee should organize support for locally proposed ordinances. Handicapped individuals have family and friends: people are votes. Politicians, generally, are unaware of the number of handicapped people among their constituency. Organize to make the politician aware of the tremendous voting bloc your contemporaries represent. Letter writing campaigns can be an effective tool this subcommittee can utilize. There are guidelines available to effective

and advocacy interaction.

Conclusion

Each community will have its own distinct priority needs. Subcommittees should be created to deal with the most important problems faced by the handicapped in your local community. The list could go on extensively: housing, employment, membership, awards and recognition. As your local committee grows into a viable working advocacy group, you will recognize the problems and create subcommittees to work toward resolving them.

It is suggested that each subcommittee meet regularly on its own, report progress at the general monthly meetings, work in concert with other subcommittees and, at all times, keep the Chairperson of the Local Committee informed of its work and progress.

SOME DO'S AND DON'TS

As a kind of postscript to that which has preceded, there are a few items that could arise as problems. In organizing a community consumer advocacy committee, your being aware of these problems can possibly save you a lot of time and energy in planning.

DO be an action-oriented committee. It was very difficult in the Miami County committee's experience to keep the meetings moving along the business agenda. Quite frankly, they sometimes degenerated to complaint sessions or social hours. It is the chairer's responsibility to walk that fine line that separates allowing participants to participate and allowing them to take up precious time with their regular monthly "tales of woe." It is very difficult to tell someone that your organization is in existence for the benefit of the handicapped--and at the same time, tell them that you are not here each month to solve their personal problems. You may well find that your very first task of education is that of educating the consumer.

It may be that the people in the larger community are different from the handicapped students with whom you've been associated. You will find that you will be working with older handicapped, uneducated sometimes, with people who may have been homebound for many years. They may lack social skills and be totally unaware of the rights and responsibilities of the handicapped as a whole. They may be people whose only social contact, outside of their own families (who may themselves provide no meaningful social interaction), is this once-a-month meeting with other handicapped persons. You may find that among your group are people who are literally unaware of "the world out there" and are not always equipped to function in group situations such as yours.

The civil rights of the disabled citizen is a relatively new thing in American society. It is a strange "creature" to some individuals who have been shoved back and kept in the closet for thirty or forty years. It is a challenge to your organizational skills to keep these people as a working part of your group, to provide some guidelines and educate them in the purpose and intent of handicapped consumer advocacy. Hopefully, you can achieve this and not allow the situation to become a waste of time to sincerely interested, action-oriented members.

If your group so desires, allow time at the end of the meeting for light refreshments and socializing. Throughout the year you may want to have strictly social gatherings: a Christmas party, picnics, recreational outings. These can be very meaningful in creating good working relationships and esprit de corps.

DO maintain a concerted effort. It is important to be sure that individual members of your group do not go off on their own "personal crusade" and end up creating a poor image of your efforts to the public. Do not stifle creativity but try to incorporate it into planned action. Stress the necessity of working within the parameters of structured efforts. When the Architectural Barrier Subcommittee is going to send a letter to the owners of a chain of theaters, you don't want one of your members jumping the gun, going into the theater and announcing in a loud voice, "You'd better jerk a couple of seats out of that back row, 'cause this is such a lousy theater someone in a wheelchair can't even come and see a movie." It has happened. Sometimes it is necessary to "tighten the reins" and ask individuals to curtail their activities. Not only does this sort of one-man crusading undermine the planned efforts of your group, it creates a very nega-

tive public image and perpetuates the inaccurate myths that have so long been associated with the handicapped.

DO define the goals toward which you want to work. Do not become too fragmented and go off into too many directions at once. Depending upon the size of your group and the capabilities of your members, it is best to start out slowly. Attack one problem at a time. It is easy to lose control of the situation if too few are chasing after too many problems. As your group grows and the workers have been separated from the drones, it is good to branch out and direct your efforts in different areas. But until you know for sure the working potential of your committee, don't bite off more than you can chew. Publicity about a big project that never got off the ground can be very embarrassing.

DO not specialize in any one type of handicap. Your group is in the community to act as an advocate for all handicapping conditions: physical, mental, emotional, visible and invisible.

It has been found that when the general public hears the word, "handicapped," they almost automatically think of wheelchairs. A wheelchair is certainly one of the most visible indicators, but do not overlook the obstacles to full participation in life that are realities to the blind, the deaf, the epileptic, the speech-impaired, the mentally retarded, etc.

In your meetings be sensitive to all who are there. If it is at all possible, try to have printed materials brailled if they are needed. That cannot always be done but you can make sure that a blind person is read the content of the printed material or informed sufficiently of its content to be able to follow its discussion.

Try to have interpreters for the deaf among your group. They can not only serve the deaf members of your own committee, but are very valuable to your group in working within the community.

Publicize the fact that brailled materials and signers will be at your regular monthly meetings. In planning for a public forum, I was very careful to see that two interpreters would be present and the materials we planned to hand out were available in braille. But, I did not think about publicizing these facts. It was brought to my attention during the meeting when a hearing-impaired woman asked me to remove the microphone from directly in front of my mouth while I was speaking so she could read my lips. She then went on to tell me that some of her deaf friends who signed would have come to the meeting had they known signers would be there.

DO not be overly concerned about financing. Unless your group is planning a major project like the purchase of a van or hydraulic lift, your committee can effectively operate on a very small budget.

Postage, printing, stationery supplies and an occasional film rental will be the basic items of expense with which you will contend.

The community can contribute through services such as printing, duplicating and the donation of materials, substantially reducing the need for financial support. In Miami County the County School Board graciously volunteered to reproduce the monthly newsletters for the minimum cost of the paper used. Again, let me say you need only explore the resources at hand. Having members affiliated with community organizations will provide your avenue to these resources.

Sometimes there are foundations looking for deserving consideration. Sororities, fraternal organizations, veterans' groups are often very generous in holding special events for the benefit of worthwhile causes. Groups before which your Speakers Bureau appear will often make a small honorarium. Your own committee can stage small fund raising activities: a pig roast, bake sales, Christmas candy, T-shirts, bumper stickers, etc. You may even want to ask for a voluntary monthly donation of 25 or 50 cents per member. That alone is enough to cover monthly postage costs.

Do not ask for large sums of money unless you have a particular project in mind. Some committees have purchased lifts for outside agency vans with the understanding that the van will be used for the transportation of handicapped persons. Some committees have cooperated with businesses by providing the "Handicapped Parking" sign where accessible parking space has been provided.

DO not think the effectiveness of your committee depends upon a written charter. You may delineate responsibilities, define goals and

objectives in a structured manner and function quite effectively. You can operate under informal guidelines dealing with officers, terms of office, subcommittee structure and function. You can start a good working committee and continue to achieve what you've set out to do under these conditions.

If at some time your group feels the need to become more structured and organized, and if for the purpose of being classified a non-profit organization, create a subcommittee to draw up a set of by-laws for your committee to adopt and file for a tax-exempt non-profit organization status with the Secretary of State in your state.

There are several very good resources available to you in organizing a local consumer advocacy committee:

1. "Handbook for Organizing and Maintaining Local Committees," Ohio Governor's Committee on Employment of the Handicapped, 4656 Heaton Rd., Columbus, Ohio 43229,
2. "A Consumer's Guide to Organizing the Handicapped," by Harold S. Remmes, Massachusetts Council of Organizations of the Handicapped, Inc., 41 Woodglen Rd., Hyde Park, Mass. 02136,
3. "Barrier Free Meetings" by Martha Ross Redden, et al, American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005, $4.00.

In Conclusion

The climate varies from community to community, needs, problems and their solutions will vary. Wherever your community is located--in the large metropolitan city or the small rural county--the purpose of an advocacy committee remains the same. Your purpose is to help the handicapped help themselves, to educate the general public to become sensitive and responsive to the handicapped, and to help create an atmosphere free of physical and psychological barriers that impede full participation in life.

APPENDIX A
SAMPLE LIST OF GROUPS WITHIN THE COMMUNITY WHICH SHOULD BE INVITED TO MEETING

Consumer Groups

National Association of the Physically Handicapped
Governors' Committee on Employment of the Handicapped
Coalition of Citizens with Disabilities
National Paraplegic Foundation
Parents' Organizations, e.g. ACLD

Business and Industry

Manufacturers' associations
Trade associations
Personnel management groups
Industrial medicine representatives
Chambers of Commerce

Labor Unions

AFL-CIO
UMW
UAW

Veterans' Organizations

American Legion
Disabled American Veterans
Veterans of Foreign Wars
Paralyzed Veterans of America
Blinded Veterans Association

Insurance Agencies

Women's and Men's Service Clubs

ZONTA
Altrusa
Auxiliary Organizations
Pilot Clubs
Kiwanas
Rotary
Optimists
Lions
Jaycees

Social Service Agencies

Cerebral Palsy Association
Multiple Sclerosis Association
Muscular Dystrophy Association
Red Cross
Epilepsy Association
Heart Association
Easter Seal Society
Cancer Society

Government Agencies

Social Security
Veterans Administration
Bureau of Vocational Rehabilitation
Bureau of Services for the Blind
Bureau of Employment Services

Local Officials

Mayor's Office
City Engineers and Planners
Safety Inspectors
County Officials

Religious Groups

Educators

All levels--private, public and parochial
Colleges and Universities
Teachers' Organizations

(This sample list is suggested by the Ohio Governor's Committee on Employment of the Handicapped)

APPENDIX B

Sample survey used in assessing the number and type of disabilities within a local community.

Name of Committee _____

Location: City or County: _____

Goals of the Committee:

To ascertain the handicapped population within _____, including disabilities of a physical, sensory, emotional and mental nature.
To determine the specific needs of this group of citizens.
To recommend local, state and federal legislation that will help handicapped individuals to lead a full and meaningful life as contributing members of society.
To educate the public, especially prospective employers, of the potential and capabilities of the handicapped population.

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1. Do you consider yourself handicapped? If so, how?
2. Do you know of someone who is handicapped. How is he/she disabled?
3. What are the biggest problems facing the handicapped in (Community)? What do the handicapped here need most?
4. Can you attend a public meeting (Time-Date) at (Location)? Do you need assistance in transportation?
5. If you wish to become more actively involved in the Local Committee or would like further information, please include your name and address:

Please return this questionnaire to your particular Health/Service Agency or to:

Name of Committee Person
Address and Phone Number

APPENDIX C

Sample of Registration Form to be used at first general meeting.

Committee Name

Address

In an effort to enhance communications within our Committee, we ask that you register your name, address, phone number, agency or business affiliation, and status, e.g. Handicapped Consumer, Parent of Handicapped Child, Agency, Business, Professional, Interested Citizen, Educator, etc.

Name _____

Address _____

_____

Phone: Business _____ Home: _____

Status: _____

Particular Area of Concern: _____

_____

Thank you. You will be kept informed of the progress of this Committee via minutes of meetings and newsletter.

FOOTNOTES

[1] "Handbook for Organizing and Maintaining Local Committees," Ohio Governor's Committee on Employment of the Handicapped, 4656 Heaton Rd., Columbus, Ohio 43229, p. 37.

[2] "Legislative Bulletin," Ohio Citizens Council for Health & Welfare, Room 300, 155 N. High Street, Columbus, Ohio 43215.

[3] "When you Write to Washington: A Guide for Citizen Action," Available for 35 cents from the League of Women Voters, 1730 M St., N.W., Washington, D.C. 20036.

Sample business card your group may want to create.

MIAMI COUNTY
COALITION OF CITIZENS
WITH DISABILITIES
WORKING TOGETHER
TOWARD

- **equal opportunity**
- **equal access**
- **equal participation**

FOR THE PHYSICALLY, MENTALLY AND SENSORY HANDICAPPED OF THIS COUNTY.

INTERESTED PARTIES CALL:
Covington 473-2959; Pleasant Hill 676-2674; Piqua 778-8691; Troy 339-3466 or 339-0419.

STUDENT ADVOCACY IN THE COMMUNITY: THE ULTIMATE CHALLENGE

Jane Ann Razeghi, The American Coalition of Citizens with Disabilities, Inc.

ABSTRACT

Few handicapped students are experiencing the benefits of postsecondary education. Only 21 percent of all those leaving school in 1977 were fully employed or in college. While student advocacy is an important and necessary ingredient for upgrading education for such students, it should not begin and end on the campus. Like the education provided, it must be tried and tested in the real world. Just as student teachers attempt to put their theories into practice prior to graduation, so should student advocates. This paper explores the possibilities of co-op advocacy through which student advocacy is combined with community, even state, advocate groups to work to extend the benefits of postsecondary education to all handicapped students who want it. The rationale for such an experience and suggestions on how to get started are presented.

THE RATIONALE

There are an estimated 8 million handicapped children and youth in America today, of whom only half are receiving the educational services they need. One million are out of school altogether. This research by the Children's Defense Fund, the Rand Corporation, and the Urban Institute, among others, helps us to understand why underemployment is so prevalent among disabled adults. Only 42 percent of the nation's noninstitutionalized disabled adult population of working age is employed. Almost 60 percent of this group is at or near the poverty level. So many disabled adults are not even counted as being in the labor force because they are inadequately trained, discouraged from working, and/or considered, incorrectly, to be unemployable.

Economic considerations are overwhelming. It costs approximately one million dollars to maintain one handicapped person during his or her working years. This figure is based on community maintenance at $14,000 per year. This is the cost of dependence. This is the cost of not educating and training handicapped students leaving school each year through 1977, fully 26 percent will be unemployed and on welfare, 40 percent will be underemployed and at the poverty level, 8 percent will be idle, 3 percent will be institutionalized. Only 21 percent will be fully employed or in college and 2 percent will be dispersed among other categories. Despite these dire statistics and grim predictions, some have succeeded, even brilliantly. These individuals, some of whom were educated in public schools and some in special schools, have overcome inadequate career education programs and have forged careers for themselves. They have a role to play in facilitating career education and direction of the disabled adults of tomorrow to ensure that predictions such as Barone's are not realized.

As student advocates planning your own careers, you have a role in the education and direction of the disabled adults of tomorrow. While your efforts at the postsecondary level must be strengthened and expanded, something must be done to ensure that handicapped students at the elementary and secondary levels receive appropriate education and training. This will one day enable them to enter the postsecondary level. You have worked hard to break down the attitudinal and architectural barriers at postsecondary institutions. Your efforts should be joined with attempts to increase the number of handicapped students at postsecondary institutions. Otherwise, if the number of handicapped students fails to increase significantly, institutions will wonder whether it was really worth the cost and effort to become accessible.

Your advocacy in the community can become a vital contribution to the future of all handicapped students. Because you have the interest, the energy, and most importantly, the courage, you can become a vital force in providing the linkage between school and community and state.

Co-op Advocacy

Cooperative work education attempts to prepare the student for gainful employment by providing a structured and conscious relationship between work experience and educational goals. Cooperative advocacy should prepare the student for active involvement at the community, state, and even national level. Most of the attitudinal, program accessibility, and architectural barriers exist on and off campus. Your theories will have much more credibility when you have had the opportunity to put them into practice and test them in the real world. You need to become more aware of the pressures which will face you as a resident of a community. You need to become aware of those within the community who have the power to influence change in laws and in policies. More importantly, you need to know how to acquire power and how to use it to influence those who are powerful.

HOW TO GET STARTED

It is true that within the past few years, many legislative changes have occurred that hold great promise for handicapped youth. Unfortunately, many of their parents are unaware of these laws and their right to equal educational opportunity with nonhandicapped students. Similarly, many educators are unaware of these laws. Although states may feel some federal pressures to increase the number of handicapped students in the public schools, few have ever really experienced an actual withdrawal of federal funds. On the other hand, when state and local education agencies and governments begin to feel pressure from within the state and community, action will be taken. This is where you, as student advocates, come into the picture.

You are all familiar with section 504, but what about sections 501, 502, 503? You are probably aware of the Education of All Handicapped Children Act. Do you know its relationship to the final regulations for vocational education? These are all laws which every parent and advocate should know well, but in many cases they do not. So, the first step in cooperative advocacy is to know about all of the laws. They provide the basis for change.

Self Evaluation

After you know the laws, you really have to evaluate yourself. What are your goals and values for a community and state in which you would want to live? What would your needs be in such a community and state? Do you think all handicapped students should go to college? Generally, what are your views on transportation, education, employment, recreation, and other topics regarding disabled individuals? You can probably develop about twenty key questions and then try them on your friends. Where do you agree or disagree, and why? If you have a student advocate group, you will be concerned whether your advocate group is representative of a number of different disabilities. If it is not, you may want to communicate with other disability groups to determine commonality of interests and goals.

The Community

When you take that first step into the community, you really have to talk to the disabled adults and students who live there. If self help groups, disability groups, or a coalition exists, then this should be a fairly easy accomplishment. If such groups do not exist, you may have to go to parent groups or perhaps form your own organizations.

As you look around the community, you should determine who has the power. Who makes decisions that affect disabled people? Is it the mayor, the superintendent of schools, the board of supervisors, or the state legislature? Once you determine who has the power, you want to know what kind of decisions they have made. Do you agree with them? If you do, then perhaps there are no problems in that community. If you do not like the decisions they have made, you feel that they may have been made differently, or you feel that you would like to take a personal role in making the decisions that may affect your life, then you may want to share that power that these few now exercise (Biklen, 1974).

Power has been described as a pyramid (Biklen, 1974). A few people at the top determine what happens to a large number of people. Those of us who have little control over such decision making are at the bottom of the pyramid. In gaining control over

life and over the decisions which affect you, you must either become one of the powerful at the top or determine how the power at the top can be shared by a few more.

Others

Access to power has been generally limited to those who have power usually by virtue of representing large and influential constituencies (Bowe, 1978). Because disabled people have been fragmented in their organizational patterns, no one group could gather a constituency that was large enough or broad enough to command the attention of top national policy makers. Without large constituencies to back them, most self-advocacy groups were locked into relationships with lower-level staff people (Bowe, 1978). This is the personal experience of Dr. Bowe and the American Coalition.

The Community Services Administration, in a January, 1978 publication entitled Citizen Participation, recommends that agency officials ask themselves the following questions in selecting persons who are genuine representatives of their interest groups:

How many members of a constituency does the spokesperson(s) represent?

Are there one or more additional groups who claim to represent the same constituency or overlapping constituencies?

Are the spokespersons for the group selected in accord with required procedures?

Was there an opportunity for all of the constituents to participate in their selection?

Do spokespersons have the authority to speak for the group? Do spokespersons reflect the viewpoint of those they represent? Are the spokespersons effective in communicating the group's position?

Do the group's spokespersons have a mechanism for keeping in touch with the opinions of the constituents?

These are just a few of the questions that must be kept in mind when attempting to form any type of coalition.

The Challenge

There are more than 2300 organizations of disabled people in our country. Like many of the parent groups, almost all of them are small, loosely organized, and isolated from each other. Few command the resources to mobilize disabled people within their own communities. They are often unable to direct their energies toward effective advocacy. The energy of these groups and their capacity to reach out and draw hitherto isolated disabled adults into their orbit must be cultivated. Student groups could serve as the catalyst in the communities to assist in creating such a coalition. Together they could work to:

1. Build consumer advocacy at the state and local levels.
2. Provide positive media coverage regarding the criticial activities at the state and local levels.
3. Coordinate their combined communication networks at the state and local levels in a concerted effort to ensure implementation of P.O. 94-142, P.L. 94-482, Section 504, with particular emphasis on child find.
4. Provide meaningful technical assistance to state and local educational agencies in implementing the above mentioned laws.

Ways to structure joint action must be found. And these methods must be put to work. It will take time. But ACCD is more convinced than ever that cross-disability cooperation is feasible, effective, and needed. It will take time--but it is timely. After more than two hundred years of segregation from the mainstream of American society, disabled people must--and can--work together to achieve and maintain participating in the decisions and events that affect their lives (Bowe et al, 1978).

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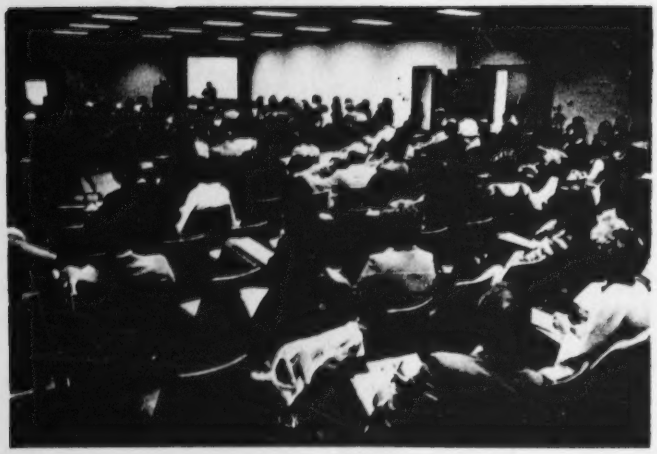
Keynote Address



SUCCESSFUL ACCESS OF POSTSECONDARY PROGRAMS BY DISABLED PERSONS: EXAMINING THE IMPACT OF ATTITUDES

Donald C. Linkowski, George Washington University

ABSTRACT

Recognition of a broader concept than attitudes is needed for success in overcoming invisible barriers to access. A brief review of attitude research is followed by a description of a hierarchy of barriers, the broad context of attitudes. Some program principles and strategies are identified for college services personnel who assist students with disabilities.

A CHANGE IN CONCEPT

After spending many hours and days in attempting to conceptualize a problem I've been researching for more than fifteen years, I believe I have gained some personal insights into why our study of attitudes toward persons with disabilites has fallen short. Theories and measurements within the social psychological field of attitudes has focused primarily on the individual or group believed to be the holder of attitudes--be they disabled or nondisabled. The assumption was that people had attitudes, and that these were relatively stable internal states which could be measured by obtaining, classifying, and analyzing responses from the individuals themselves. Until very recently, no effort was made to survey or study their effects on others, i.e., on the recipients of these attitudes. We have not spent much time examining their impact on actual access of our social institutions by persons with disabilities, such as in employment or education.

We can see clearly how architectural and physical environmental barriers can impede access. We believe very strongly that there are many more human, invisible, nonphysical barriers which impede access to a greater extent than do the physical ones. No one would argue with this statement. We have simplistically called these attitudes; or more specifically, negative attitudes toward persons with disabilities. The banner has gone up and many have joined the bandwagon to study and change attitudes. I predict that if we stay with this limited concept and measure it with the traditional psychological tools developed to evaluate attitudes, we will quickly reach a dead end. We must begin to focus on their effects and impact on the people who are prevented entry into and advancement within our social institutions. In short, we must focus on the barriers to access and full participation.

There are many reasons why our limited view has persisted for so long. We can blame the academic types for not leaving the ivory tower and living within the theoretical systems they espouse and defend. I suppose even I can be counted in their number. We can blame our policy makers and administrators for reinforcing the status quo of exclusion and discrimination. Blaming results only in fingers being pointed and faultfinding and not in finding solutions to overcome barriers. Our energies and resources are misdirected. Our focus is in the wrong place. For many years our research has been focused in the wrong place. Directing our attention toward specific individuals or groups while not recognizing the actual barriers, is to overlook the solution and oversimplify the problem.

The barriers were not put up by individuals or groups at one point in time, although isolated examples could probably be identified. History reveals that the more serious and stubborn barriers have been erected over time and have been ingrained in our social and perceptual systems. They are so much a part of all of us that we have become blinded by them. The disabled have learned to accept them as a part of their disability. Blame was placed on their disability as the cause of their exclusion from full participation in society. This view has reached the point that we, as a society, have been using abortion to prevent the birth of fetuses having a probability of being disabled, disfigured, or dismembered. Our complex evolutionary system of social organization was developed not only to limit the full function-

ing of persons with disabilities but also to prescribe sterility and death to those with the potential of disability. Toward whom do we point the finger? Will placing blame change anything?

Organizational complexity with the attendant problems in communication, contains many invisible barriers which are not deliberate and not directly intended to deny access within large institutions. They are simply there, out of history or tradition, or because they are felt to have value in their own right. In the past, within most companies and colleges there was a requirement that the applicant report any physical or mental health problems as part of the application process. The original intent of this regulation was that this information could be helpful to the company and the person in preventing problems after placement on jobs or admissions to schools. Problems, however, were prevented simply by excluding the person instead of selective placement or provision of needed assistance after admission. I once questioned the physician at the university where I worked about the use of health information contained in the application form. His response was that it was his responsibility to see that students do not run into academic difficulties because of health problems or disabilities. His approach was to obtain certification from the applicant's personal physician that a person's past illness or current chronic condition would not interfere with the academic requirements. Protection from failure was the well meaning basis of the regulation. The effect, however, led to exclusion of some students. We certainly cannot call this a negative attitude toward disability. On our attitude scales, this physician and many university policy makers would score very positively. But a barrier existed and only by focusing on the effects of the application practice can we identify the problem and find a solution.

From an organizational viewpoint, it is always easier to preclude risk. This is less costly, requires the least change and time, and protects people, existing standards and practices. These are not easy arguments to counter. Efforts at awareness can help. Humanitarian reasoning and sensitization to be the every day problems of people with disabilities can highlight the need. But something much stronger was necessary. Impact was required on a much bigger and broader scale. A dynamic societal change had to occur. The basic premise on which our institutions and organizational structures existed for many, many years had to undergo a major organic metamorphosis. The new premise requires that the constitutional promise of the pursuit of happiness is for all Americans, not just the able bodied. This should exist not only as a philosophy but also a fact of life in America.

The law and recent efforts at compliance has changed the focus to barriers and particularly, ways to overcome invisible barriers. I do not mean to negate the efforts of many groups of disabled people and advocates, including many hard working and well meaning professionals in rehabilitation in their attempts at awareness. Through their efforts, particularly the disabled themselves, in demonstrating for and demanding change, the Rehabilitation Act of 1973 and subsequent amendments were enacted into law and eventually administrative regulations were established. Many of you will recall that this was no easy task. Until society was forced by legal mandate to mainstream its citizens with disabilities into its regular institutions which were established for the majority able bodied, we were unable to accept that full participation is possible if modifications are made. Though we have just begun, some barriers have fallen. They are now recognized for what they were. There are examples of people who have made it before the law. Heroic accounts of Helen Keller or Hank Viscardi and lesser known people can be recalled. Favorable circumstances, family support, and personal qualities of persistence and exceptional ability have permitted a relative few to overcome. The majority of people with disabilities were precluded from participating and still are. The prospect, however, is more hopeful. Only since our society has risked and mandated a change have we begun to view the whole process in full perspective. Recognizing the effects of the barriers and beyond is now possible as a result of the law.

As professionals and researchers committed to finding ways of mainstreaming individuals with disabilities we must fully recognize the right of access and advancement. We must not let our own old fashioned perspective prevent us from moving with confidence into the new territories which previously were blocked. We need to be creative in suggesting

modifications which can enable access and put them in place. Demonstrate, evaluate and disseminate the effects of your program to encourage others to try new things.

Part of what I have revealed are some personal changes I experienced in recent years in conceptualizing this area. I need to give credit to the staff of the Regional Rehabilitation Research Institute at George Washington University on Attitudinal, Legal, and Leisure Barriers to the Disabled for their contribution in expanding my perspective through my association with them over the last 3½ years. My initial approach to the theme of the Institute was to suggest a traditional line of measuring attitudes and evaluating experimental attempts at change through carefully controlled, systematic study. The method has merit, but the scope, focus, and resultant approach to the problem had to be different. An action effort, directly involving disabled individuals in the process, demands priority. These are more important, more in tune with our times, and require all of our limited financial resources.

WHAT DO WE KNOW ABOUT ATTITUDES?

Fully recognizing a need for a broader concept than attitudes, there are some general conclusions that have come out of past research. First let me describe some of the common problems in doing attitude research.

Definitions abound in the attitude literature. They include:

1. A predisposition to behavior;
2. An expectation;
3. An evaluation of a particular group or concept.

Attitudes are believed to involve:

1. Affective or feeling aspects;
2. Cognitive or thinking aspects, such as beliefs and opinions;
3. Behavioral aspects.

These three aspects may or may not be consistent. We know of many instances where a person says he or she believes disabled people can be able workers. When it comes to hiring, however, many excuses are given. The perceptual process itself is believed to be linked strongly to attitudes. Perception involves the organization of all of the stimuli that bombard the various senses. Experiences are classified and received according to existing categories and expectations and are sometimes distorted to fit with preconceived notions. Organization appears to be necessary in the perceptual process. Otherwise people can become confused, disintegrated psychologically, and even psychotic. Perception or organizers of stimuli may be related to anatomical processes or the central nervous system structure and appears to be necessary to mental and physical survival. It may be for this reason that perception and related attitudes do not change easily. Powerful incentives must be provided to produce change.

Attitudes have been studied in relation to education, information about, contact and experience with a particular interest group. The results of these studies have been mixed.

One major problem in attitudinal research is measurement. Various instruments used to assess attitudes may be internally consistent, showing evidence of good reliability, but when related to each other appear to be measuring different things. Certainly the complexity and lack of clarity of the concept of attitudes contributes to the confusion.

Two instruments I will describe have been used frequently to assess attitudes in relation to persons with disabilities. The first is the Attitudes Toward Disabled Persons Scale (ATDP) (Yuker, Block and Young, 1966); the second is my own measure designed to be administered to persons with disabilities called the Acceptance of Disability Scale (AD) (Linkowski, 1971). The ATDP is primarily for nondisabled subjects and attempts to assess the extent to which disabled people are viewed as different or similar to nondisabled people. The AD Scale is based on Dembo, Levitan, and Wright's (1956) concept of acceptance of loss involving a value change process includes:

1. Subordination of physique;
2. Expansion of scope of values;
3. containment of disability effects; and
4. Transformation from comparative values to asset values (Wright, 1960).

Both of these scales correlate highly with each other. What should be quickly pointed out is that though they are useful measures in research, they still yield only "ball park" estimates of attitudes. I submit these scales only as examples. Many approaches to assessment exist and

none appear to stand out as superior. The reason, I'll repeat, is that there seems to be something fundamentally wrong with the concept of attitudes.

Here are some things we think we know:

1. There is a difference in attitudes toward disability between disabled and nondisabled. Many able bodied expect persons with disabilities to grieve on and on. They view disability as a tragedy, prevading the whole life. As a group, the disabled more often view their condition as a fact of life, or an inconvenience (Weinberg and Williams, 1978). Wright (1960) describes the "insider" and "outsider" views of disabilities. Insiders (including those interpersonally close to the disabled) are able to view coping possibilities much clearer than outsiders. The viewpoints are seen to be very different.

2. Differences in attitudes among the nondisabled exist according to types of disabilities. Social stigmas are clearly associated with behaviors regarded as irresponsible, unpredictable, and impulsive. Former criminals, drug addicts, and people classified as mentally ill are so viewed and are regarded more negatively than the physically disabled. Ambivalent reactions are more often expressed toward persons with physical disabilities. Perhaps this is true because the nondisabled may not be sure how to act in the presence of a disabled person. They may be uncomfortable for fear of hurting their feelings.

3. Attitudes toward disability of both the disabled and nondisabled are linked to other aspects of the self concept. People who feel good about themselves generally, or more specifically in relation to their sex role perception (Seika, 1974) or reported satisfaction with social relationships (Linkowski and Dunn, 1974) have a more positive view of disability.

4. Shorthand terminology, medical terms, and labels contribute to stereotyping. Frequently associated with these simplistic descriptions are expectations including helplessness, suffering, misery, depression, evil, and illness. Terms like quads, retarded, schizophrenics carry with them only denotations of deficits and liabilities. The label becomes all encompassing. While I was shopping one day in the company of a person who was in a wheelchair, a small child asked his mother why the lady was in that chair. The mother responded, "Quiet child, that lady is ill." Apparently the first reaction of the mother was to associate wheelchairs with illness, a stereotype she had. My friend called the child over and said, "I feel perfectly fine and fit, its just that I use this chair to get around because I can't walk."

5. Culture has a much stronger impact on attitude development than do personal characteristics. In comparing samples from three countries, Denmark, Greece, and the United States, we found culture to be strongly related to both attitudes and reported contact with persons who are disabled. Culture was much stronger than sex of subject, educational level, or occupational field of preparation (Jaques, Linkowski, and Sieka, 1970).

6. Perhaps the least of all is known about the attitudes of persons with disabilities toward those who are able bodied. At a consumer retreat on identifying barriers conducted during its first year by the George Washington University Regional Rehabilitation Research Institute, participants without obvious physical disabilities were perceived by the participants who were disabled as unable to understand the problems of disabilities. In each of the small groups, the process was the same. The nondisabled were seen as not credible. Credibility and sincere interest had to be established before the group could progress. I suspect that the consumer movement in rehabilitation will create some new attitudes and that different relationships of people with disabilities will develop. Maybe these attitudes are just becoming manifest! Only recently have groups of disabled individuals and coalitions of groups been formed for self help purposes. We have a lot to learn in this area and it is important in the process of mainstreaming.

Through the materials you will receive from the George Washington University Regional Rehabilitation Research Institute you should become aware of many more possible attitudes of both the nondisabled and the disabled, and how they might be overcome. I have presented these few examples to describe the present status of attitude research. We have much to do. You can help by identifying and finding ways ov overcoming attitudinal barriers.

HIERARCHY OF BARRIERS

I'd like to focus again on the broader, invisible barriers of which attitudinal barriers are a part. To more fully appreciate the impact of attitudes, we must view them within the contexts in which they exist. For this reason I have developed a chart (see Figure 1) showing the range of levels of possible barriers to the disabled. I believe that these levels roughly follow a hierarchical arrangement. The higher levels on the chart have wider and more pervasive influences than do the lower levels. However, each level may be interactive with the other levels. Lower levels on the chart can impact on higher levels.

The basic purpose of the chart is to serve as a guide to identify and

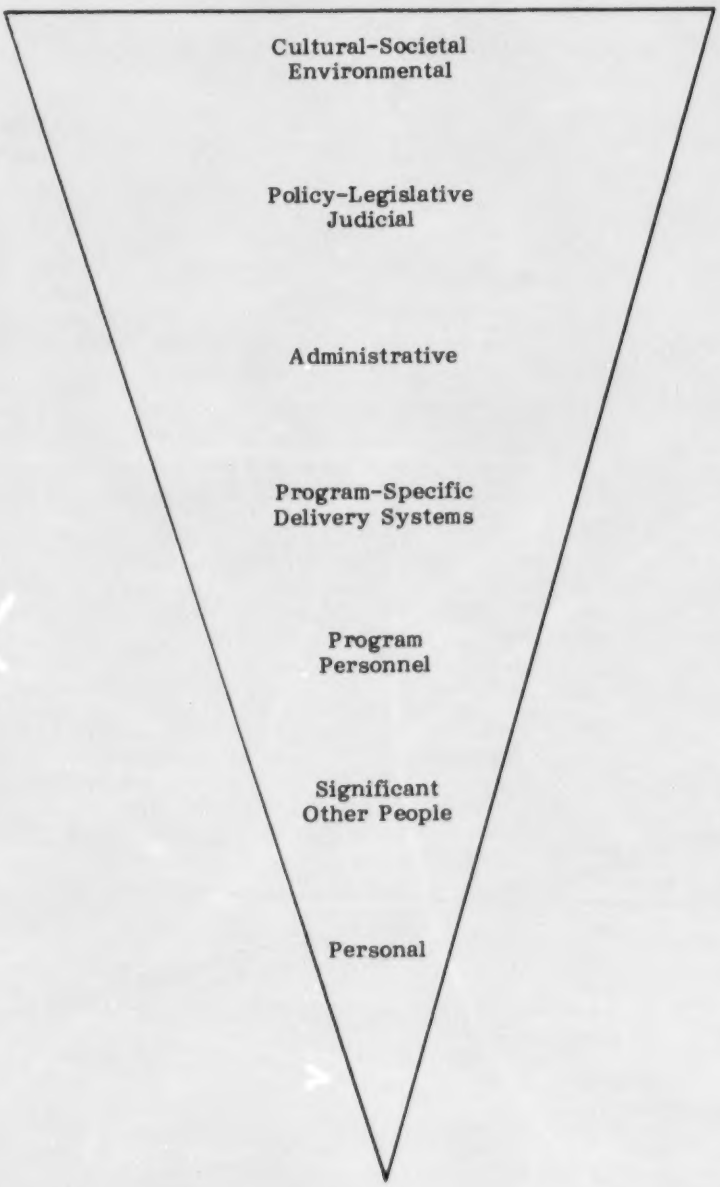


Fig. 1. Hierarchy of Barriers to the Disabled

overcome barriers. In general, change is greater and more lasting if it comes from the top down. To be of maximum effectiveness, advocacy efforts must be directed at all levels.

The Appendix gives some examples of the components of each of the levels. You may want to write in examples of your own that relate to your own interests and work situations.

I suggest that you use this schema to first identify, then prioritize, the places you think you and your program can have an impact. Where are changes needed? What kinds of changes can you make? What will be the effects of these changes on improving access?

SOME PROGRAM PRINCIPLES AND STRATEGIES

I'd like to comment briefly on three interrelated program principles with which all of you are very familiar: (1) mainstreaming, (2) normalization (Wolfensberger, 1972), and (3) redefinition of handicap as a person-environment linkage (Shworles, 1977). All three come to the core of your role and responsibility. All three call attention to the environment and the physical and invisible barriers that exist within it. Adaptation, accommodation, and modification are more than words but attitudes and methods you must use to assure access.

Mainstreaming is legally mandated. Both P.L. 94-142 and the Rehabilitation Act as amended requires integration of the handicapped within our societal institutions in all possible cases. To not integrate, is to discriminate.

Wolfensberger (1972) contends that deviancy is enhanced by treating people as if they were deviant. He is critical of all of the special programs, services, facilities, and subtle techniques developed to treat people with disabilities as different, who are often grouped together and separated from the mainstream. His normalization principle contends that reactions to the disabled will be less distinct from reaction to other people if the disabled are part of a culturally defined normative environment. Thus, the nature of the environment in which the disabled find themselves can exaggerate and accentuate their differentness. Most of the time our aim will be to minimize any differences, to keep the environment of the diabled as much the same as for others as possible.

This brings us to the third principle of the definition of handicap as being a person-environment linkage. We are all defined by our contexts. If we are seen wearing expensive clothes and driving a big car, we will be viewed as wealthy, important, and influential. Similarly, if a person in a wheelchair is seen participating in a political club on campus, attending classes, and working part-time, this person will be viewed as active, independent, and contributory. Disabled people can be viewed as able if we provide the opportunities for talents and skills to be expressed. We may not be able to modify the physical impairment, but we can make changes in the environment to minimize the limiting effects and permit the person to enter and function in the maintstream. A person may have a disability, but the handicap is largely due to conditions within the environment.

I would like to identify some specific strategies for your consideration based upon these principles:

1. Use students with disabilities as a resource for impacting attitudes. People who are successful in coping with their disabilities are living proof to the skeptical. In orientation sessions for new students and for faculty and staff, they can give personal examples that the system can work. Pay them a consultant fee for their expert services if the time demands on them are great. Use as many as possible on panels or in different sessions with the same groups. Be careful not to give the impression that only a few can make it.

2. Involve consumers in the identifcation of attitudinal and other barriers on your campus and community. Those who experience the barriers on a day-to-day basis know them best. You will need to make time and arrangements for group meetings with a broad cross-section of disabled individuals. Group discussion of a self-study report (such as required by Section 504 of the Rehabilitation Act) can uncover many barriers not apparent to just one person--disabled or not. I recommend that such an advisory group meet regularly and continuously. It can examine, in progressive depth, all aspects of the college and surrounding community.

3. Facilitate interaction of disabled individuals and advocates with

policy makers on campus. Through providing direct information on who the various policy makers are--which you should be sure to know yourself and have a written list available--or by arranging face-to-face meetings, you can be an aid in the process of breaking down barriers and educating the campus community. Frequently, student groups and administrative offices have inadvertant policies and procedures which preclude the full participation of persons with disabilities, e.g., meetings or receptions may be held in inaccessible locations. I recall a few years ago a university committee on architectural barriers arranged a meeting on the third floor of a building without an elevator. One member, a person in a wheelchair, could not attend! Oftentimes the mere identification of a barrier brought to the attention of the right person can effect a change.

4. Examine the nature and extent of your own service. Do you allow the person with a disability to find solutions utilizing existing services? Or would you rather do for the person and provide the service yourself. Don't be a barrier to normalization. You should define you role as a coordinator, facilitator, and advocate, and not a separate service provider which may parallel existing mainstream services. Avoid creating dependencies and being over protective. Remember your job is to help integrate, rather than serving to segregate. It's better to allow risk taking which fosters independence and personal dignity.

5. Model and facilitate assertiveness. Being assertive regarding the right of accessibility of disable persons on your campus and assisting others to assert themselves must be part of your role. Formal and informal programs using techniques of assertiveness training can be very valuable in assuring access and increasing the awareness of everyone on campus. Assertiveness, as distinguished from agression, is concerned with assuring one's rights without infringing on the rights of others.

6. Don't back down under the threat of backlash. All civil rights programs are currently under fire. Some agencies can be seen following the letter of the law, e.g., transportation authorities have begun to train their bus and subway drivers to assist in access for the handicapped, but there is little, if any concern expressed beyond bus stop to bus stop. Some unions of tansit drivers insist that drivers not be required to leave their seats to provide any needed assistance. With such a limited concern the system is bound to fail and is sure to be followed by choruses of "We told you so!" There may be similar self-fulfilling prophercies on our campuses. I've heard the argument--Why put in ramps and do curb cuts. There are no handicapped people here, over and over again. The sad part is those who are saying it believe it to be logical. Backlash is mounting and court cases are increasing in the effort to argue that th excessive costs are not justified by the meager need (sic). Full access can minimize the handicap and maximize dignity. To argue for less is an attitudinal barrier which is dehumanizing and debilitating--and we would have failed in our job.

7. Promote awareness of person-environment linkage in defining a handicapping condition. In meetings and other communication modalities give examples of how environmental modification can minimize a handicap and allow access. Challenge people to think through change possibilities enabling a person's abilities to be realized. The best resources for identifying environmental changes are disabled persons who use such adaptations and professionals who specialize in the field such as occupational therapists and biomedical or rehabilitation engineers. Publicize successful efforts through campus publications.

8. Make efforts to have the coordinator position associated with the highest possible level within the institution. Even with department autonomy, the central administration does have a strong influence. Develop linkages with institutional leaders at the very top if possible. A special assistant to the President or Chancellor can have much more clout than a professional staff member in the counseling center.

9. Develop a team. Find individuals within your school with whom you can work effectively. You will need much support and people to bounce ideas off of. At George Washington University we have such a team. Many of whom are here and contributing to this conference--Linda Donnels, our new full time director of services to students with disabilities; Philip Deitch, the

founder of the association for students with disabilities, and Sharon Mistler and Jeff Strully of the George Washington University Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers whom you will meet later. Our institution is rich in human expertise and interest as I'm sure is true at each of your schools. Help to organize these people to assist you. At George Washington University we have a committee on the handicapped originally organized by the Equal Opportunity Officer. It includes administrators, faculty, staff, and students. Mainly functioning as an advisory and watchdog committee in regard to Section 504 compliance, this group has been very effective in identifying barriers on campus. The committee's full potential has just begun to be tapped.

I hope that my remarks have helped to broaden your own thinking and to stimulate you to explore new solutions. Together we can rededicate our commitment to get on with the task of improving the worth and dignity of all people. In my discussion with you in the small groups I hope to learn what is happening at your institutions in the effort to overcome attitudinal and other invisible barriers.

APPENDIX

Barriers to the Disabled by Levels Goal: Elimination or Reduction of Barriers

Cultural-Societal--Environmental

Zeigtgeist--including prevailing beliefs, mores, folklore, mythology, taboos
Political Organization--Political Parties--Communication Links
Economic Factors; e.g., Labor Statistics
Sub-Cultures ("Co-Cultures")--Racial--Ethnic--Other Interest and Consumer Groups
Social Stratification--Prestige Hierarchies
Socialization Factors--Development of Roles, Stereotypes, and Expectations

Policy--Legislative--Judicial

National
State
Local
Community
Private Enterprise--Business-Industry Policies

Administation--Implementation of Policy

Federal Regulations
State Regulations
Local Regulations
Community Regulations
Private Sector

Program--Specific Delivery System

Budget
Objectives and Purposes
Rules and Regulations of Agencies
Organizations; e.g., Team Efforts
Facilities
Services

Program Personnel

Professional Groups--Associations and Societies
Professional Roles and Functions
Support Personnel
Paraprofessionals--Indigenous Personnel
Secretarial--Receptionists
Other Personnel

Significant Other People

Family--Parents, Siblings, Other Family, Spouses Children
Friends and Peers
Employers
Teachers
Organizational Memberships; e.g., Clubs, Teams, Religious Groups, Hobby Groups, Other Social Groups, Consumer Groups
Neighbors
Acquaintances

Personal

Acceptance of Disability
General Adjustment
Self Concept
Coping Ability

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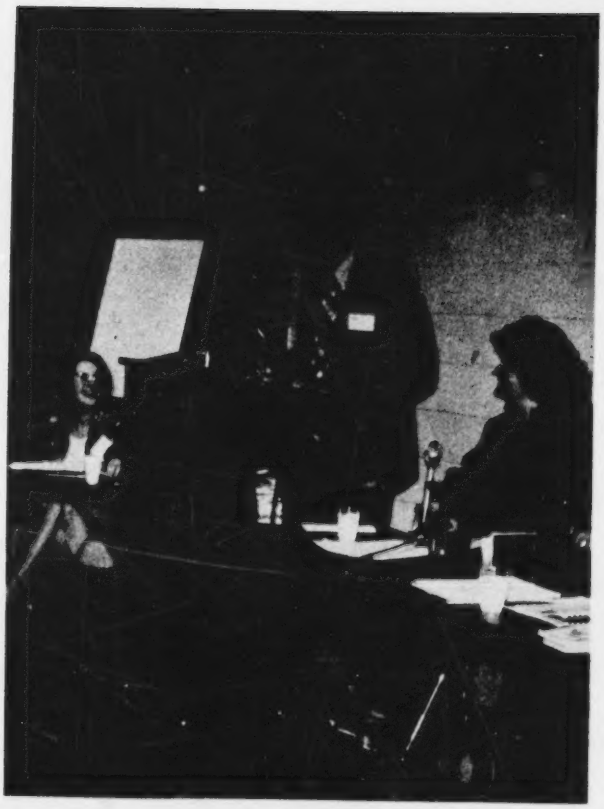
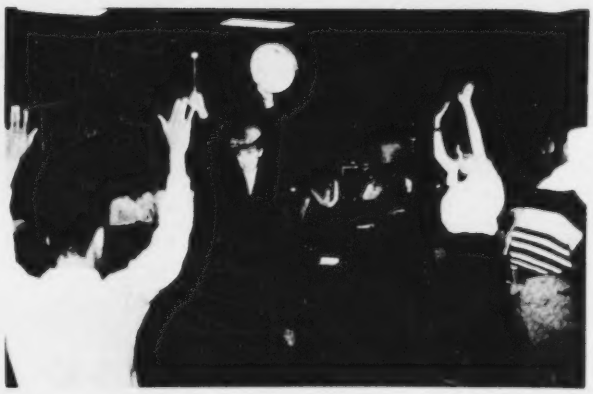




STRATEGIES FOR DEVELOPING AND MAINTAINING THE BEST USE OF RESOURCE MATERIALS RELATED TO ATTITUDES

Jeffrey Strully, Project Director, Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barrier.
Sharon Misler, Consultant for RRRI.

EDITOR'S NOTE: The following is an edited transcription of the presentations. Attachment II carries the list of materials available at the Resource Center on Attitudes established by the Planning Committee.

Sharon and I are going to be sharing the presentation with you. I will be doing more of an introduction in general overtones for approximately 20-25 minutes and Sharon then will be talking about criteria used to evaluate materials.

Let me say from the cutset that our impression of most materials, whether from RSA, the President's Committee on Employment of the Handicapped, private agencies or universities, leave much to be desired. Most of it is poor and some of it is junk. We're concerned about the way you use material and hope we will be able to demonstrate the reason why.

Let me start off with something that I learned a long time ago and that is to grab the attention of the audience. Let me tell you a little story.

Most of you are very well aware of the history of the disability movement. If one goes back to the time of Plato, then, a citizen who was different, whether mentally retarded, mentally ill, physically handicapped or whatever, was put out on the hills. Cast out to die. Now we're a fairly enlightened society. In 1971, however, a southern state which I will not mention by name, but Anita Bryant comes from there, introduced into the Florida legislature a bill calling for the euthanasia of anyone with less than a 50 IQ.

THE AMERICAN IMAGE -- DISABILITY STYLE

Coming into Dayton we landed and took a cab into town. There was a giant sign saying "Hike for the Handicapped." A few weeks ago our favorite person was on TV -- Jerry Lewis. His telethon, the poster-child, the goodwill logo, the face of half a person, create images. The image that we create is one that's insensitive. It is one that devalues. It is one that perpetuates the prejudice, the ignorance and the attitudinal barriers that citizens with disabilities face. I think most of us realize that we cannot legislate, we cannot judiciate, and we cannot mandate acceptance.

Attitudinal barrier as we use it at the Regional Rehabilitation Research Institute (RRRI) is a way of thinking or feeling resulting in behavior that limits the potential of a citizen with a disability to be an independent individual.

ATTITUDINAL BARRIERS -- HOW TO CHANGE THEM

Gwen (Callas, Kent State) was very nice to tell you that my favorite subject is my children. As a father, my favorite, favorite subject is my daughter. When Shawntel arrived into our lives Shawntel was profoundly mentally retarded. We told my parents and we told my in-laws about Shawntel entering our lives. They decided it was very good to go out and get information about what is a profoundly, mentally retarded, multiply handicapped child. Six years later I'm still fighting the misinformation, the inaccurate information about that. Information, by and of itself, is not going to change anyone's attitude. As a matter of fact, the information that you give people can hinder tremendously. My parents think they're doing wonders when they donate to the National Association for Retarded Citizens yearly. They're missing the point. They're missing the point completely.

Contact. Contact. I was Director of Community Services in Denver about four or five years ago and we had a neat little project. We thought we'd help out the undergraduate students of the University of Northern Colorado. We took them through local institutions for the mentally retarded. We thought that this contact with citizens with mental retardation would help their attitudes. We learned that the opposite occurred. They believe

that those people belong there.

Contact by itself is not going to change attitudes. The way of changing attitudes is a combination of information and contact. We're going to talk about appropriate information and appropriate resources, whether in the form of a film, a booklet, a brochure, video cassette, or whatever.

As I said in the beginning, it's our opinion that the field is cluttered with junk. The images that we use in presentations, booklets, and other resources are nonnormalizing. They focus on the disability not the ability. They are nondignified. They do not show positive images. The formats are inappropriate. They represent citizens with disabilities in negative, condescending and stereotypic roles.

We saw a recent film that came out of Canada from Easter Seal, "The Portrait of Christina." It was a good film, but it was a sexist film. People should be sensitized to that. We have to be careful when we develop materials, when we get materials, and when we show audiences materials that the materials meet the needs of the audience. We don't have the answers but we're going to suggest to you a criteria evaluation sheet of how to rate movies, brochures, booklets, and video cassettes. Hopefully, you will take this information and use it in evaluating your materials or in selecting materials.

I started off with "know your audience." What one video cassette means for the fellow citizens with disability may not meet the needs of faculty, staff, non-disabled citizens or the general community. Know your audience. Know the ages of the audience. Know the sophistication of the audience. Know the awareness of the audience. In conclusion, know your audience before you select materials.

Outside when we were developing The Regional Rehabilitation Research Institute (RRRI) on Attitudinal, Legal and Leisure Barriers we looked at a whole collection of resources. Some were from the Rehabilitation Services Administration, the Oklahoma Clearing House, the President's Committee on Employment, Project HEATH, Research and Training centers, university affiliate facilities, Human Policy Press in Syracuse, and the University of Maine. There is a wealth of people in both public and private agencies producing films, booklets and articles on attitudinal barriers. You need to be careful. You also need to determine whether the materials out there meet the needs. If they don't, what are possible solutions. I would argue that I think you are becoming sensitized to the subtle problems, the sexist role, the handicappism roles that are portrayed in films. In special education, there's a series called the "Step Behind" series done in black with white outline. What does that have to show? The title is inappropriate. Black has a connotation of death. What are they getting to? Look at all of the cute names that name facilities. Happy Hill, Eternal Rest, Goodwill. Think about the names you use. It may sound very subtle but those images are very condescending and produce negative attitudes. Sharon will get into more of that.

You may be forced into developing your own materials. In this case you are going to have to be very creative. You're also going to have to use the resources within the university. You are also going to have to start sharing among and between yourselves. You are going to have to develop materials. If Michigan, and I'm not picking on Michigan, developed good and appropriate materials then the University of Detroit should utilize them. Oklahoma should utilize them. You're going to have to develop your own clearing house on material. You're going to have to share materials. For those of you who have decent budgets or are good advocates, try to change the university into utilizing the materials in other departments and other offices to work with you. But, when you develop materials, we have found that it is extremely important to run it by advisory committees. Advisory committees are made up of citizens with disability or an array of disability. When we develop our pamphlets or brochures, which are available free of charge at the resource center, we have run it by advisory committees a number of times. It is extremely important to do so. The need for developing and sharing materials is extremely important.

How do you determine your budget and how do you spend your money? I would suggest you be fairly creative and try to get as many freebies as possible. I think that the need for inter-university loan materials has to be developed. Consumer groups, RSA, BEH, or any other government agencies such as RRRI may have materials to utilize. Try to make them give you the materials free.

Example. Let me share with you a

little method. As long as my Project Director from RSA isn't here, I can talk. Single copies of our materials are free. Duplicate, from 2-10 copies, cost some money; more than 10 cost a little less money. Someone came up to me before and said, "We'd like to get some materials but we don't really have any bucks at all." My suggestion to them was if you send me ten names asking for ten materials, I'd be more than happy to send you ten booklets free of charge. There are ways of getting around anything. I suggest you be innovative in this--extremely innovative. I document that I have ten names and RSA will be very happy.

How can materials and techniques be used to turn around and otherwise achieve an acceptable atmosphere? Materials that are appropriate are valuable. They can be used in in-service training as a didactic approach, a panel discussion, simulated exercises or role playing. From our experience doing numerous training sessions, simulated exercise is an excellent method. We need good materials to go along with that. Materials and resources can be a tremendous assistance.

Let me conclude my section with the following:

What you care about is not attitudinal change. You don't really care if anybody scores a certain percentage on ATDP or whatever. You care about behavior change. You care about when a person goes out, whether he's an able-bodied or disabled citizen, he goes out and his behavior is affected. And that is where we have to force change. We have to work with all segments of society on that. We need appropriate material. The development of appropriate materials can only come from a consciousness raising level so that you are aware. It's easy to go to a building and see inaccessible stairs. How many people have walked by the Goodwill logo without ever noticing that the Goodwill logo was half a face. That's subtle. There's lots of subtle things out there that need to be stopped. The hike-bike sign for the local association here. The way we fund raise. The way we put our images to the public and others need to be changed. The materials must be positive. They must be normalizing. They must show the abilities, not the disabilities. They must show that citizens with disabilities are citizens first, last, and always.

Sharon is going to talk about criteria. Specifically, how to look at materials and resources and how to determine if they are appropriate. As I said, this is but one method. You have to change it or alter this to meet your needs.

SHARON MISLER:

When I started working at the Institute we had no evaluation tool to determine whether material was good or bad. It was done by gut reaction. That couldn't continue. We're supposed to be studying this stuff and we can't just go by our gut reaction. Jeff mentioned one film, "Portrait of Christina" from Canada. The film tells of a woman who is in a wheelchair and goes through her daily activities. She's very active and she leads a pretty normal life. It blows it at one point because they are talking to a group of disabled women and the disabled women go on and on about how wonderful a man must be to marry the disabled woman because he has to take over so many of the duties in the house, etc. So you watch this film for a long time and you're enthusiastic. You're saying, "Ah, they're showing her driving," etc. Then they blow the whole thing with one conversation. So what we're saying is that a good piece of material is the sum total. You have to look at the various aspects of that material, the various parts of it.

We came up with an evaluation sheet that we use particularly on written material. (See Attachment I) We use the same concept on films. To give you an example of the film opposite. How many of you in this room have seen "I Am Not What You See"? This is a film on Sandra Diamond from Pennsylvania. Sandra Diamond is a very severely disabled cerebral palsied woman and she's had a hell of a life to put it bluntly. At one point the person interviewing her asked what's it like to be a vegetable. That's the tone of the film. And, she answers. I understand that point of view. Myself, I would have slugged him. The point is that is not reflective of the average disabled person. It is reflective of a certain experience some disabled people have. Christina is not particularly representative of everyone who is disabled. So we try to look and see if a film is presenting a normalized situation. As we see it, that means minimizing negative aspects and bad information. Let me run down the evaluation sheet so you'll have an

idea as to what we use to judge a piece of material when we come across it. In this way we're all working under the same evaluation instrument.

First, list all of the information about the material such as: what kind of material; what areas it covers; does it cover employment; does it cover personal relationships; does it cover architectural barriers; whatever. Then we look at the representation of disabled people. Under that we have a variety of disabilities mentioned. In other words, we don't want people going away thinking there are two disabilities, blind and deaf, or deaf and paralysis, or whatever. Then we look at the variety of severity of disability. A lot of people think in terms of somebody who is a paraplegic having all the same problems; or if you think of somebody in a chair, you think of everyone with the same problems. Your materials should reflect that they are all different in varying degrees.

Variety of age levels. So often they really hit on the little kiddies, right? Good for money. If you see all children emphasized, you can almost bet that the piece of public relations material, not educational material, is after funds.

Variety of role models. What are you seeing? Are you seeing disabled people doing different things, different kinds of people, different professions, etc. Take characteristics of disabled people. Are they seen in mutually beneficial roles? In other words, are you saying, "We are going to help these poor people," or are you saying, "These people are good workers just as other people are good workers with the same training"? In other words, if you do anything with these people is it going to benefit anybody? If you change your behavior, is it going to benefit you as well as the disabled person?

Emphasis on similarity with nondisabled. If I had to choose one characteristic of the piece that seems to be most important, according to our staff, it would be this. The more dissimilar we perceive other people the worse the attitudes are, the worse the distance and the harder it is to overcome it. You can decrease the differences and hit the things where we're similar. If we are students, we're trying to get an education. We may differ according to economic backgrounds, physical backgrounds, etc. But you hit the fact you're all students together. You don't hit the fact you're disabled students. Remember that one point from everything else, "Emphasize similarity."

Are the examples used in the piece good examples? All of you have personal relationships. As you view these relationships, ask yourself, "Are they good? Are they healthy or is it a pitying relationship? Is it an observing relationship rather than a real relationship? Is the person described in terms other than specific disability?" I would say the second major thing we can look for is the fact of the disability. You have a disability that has not ruined your life, but it has had an effect on your life. It is a critical effect but you confine that. You look at some of that material talking about some of the medical problems people have and, My Lord, if you looked like that you would be terrified. If you only were exposed to the things from the Heart Society on the heart everytime it beats, you would have an attack. It is very fear provoking. That's basically why it's out there. It is an effort to make you aware of the fact the heart gives up, and that they care about you. They've taken that trade-off. They say, "We make people feel a little uncomfortable about their hearts so they go in for check-ups so we're willing to make that trade-off." But what happens if you do have a heart attack and you've read this material. You think, "My God, my life is ruined. They told me my life is ruined if I have one." That's the kind of trade-off you have to watch for in this material.

Now, we're going to do something right now that may get me in really a lot of hot water with certain groups, but we're going to do it anyway. I'm going to review a piece for you to give you an idea of the subtleties. I love this group and I reviewed it with this group. They gave me a lot of flack over it, but we've settled our differences and they're rewriting parts. This is a pamphlet that is put out by Paralyzed Veterans of America (PVA). PVA is a very strong advocacy group. They're very aware of attitudinal barriers. They have gone through their material and really tried to write it positively. I have chosen this material to show you, generally speaking, they did a good job, but they have a long way to go. There are subtleties here that they missed. Let's go through it. They thought this was a piece that could not be destroyed. They handed it to us and said, "Have we got a piece

for you. Try to find something wrong with it." I think it's a good example because they really did a good job on the material.

First page on this little brochure. This is a little hand-out given to people who ask about PVA. First piece is a definition of paralysis. What does that tell you? That's emphasizing the disability. You're not really talking about paralysis in this booklet, you're talking about an organization. But, right off you hit 'em with a negative. The very first thing. Not a group of people working for human rights, which they are. Not a group of people who are interested in having normal life-styles, but their paralysis. Now that was the first page.

Now, the second page was pretty good. I'll read this so you get an idea of what I'm talking about. "For many Americans, paralysis is that feared and little understood physical handicap associated with polio." So they go through and say that polio is sort of extinct now and blah, blah, blah. "Paralyzed Veterans of America is a non-profit organization all of whose members are paralyzed vets. All are confined to wheelchairs for life." That word confined gives us a lot of trouble. I'm not confined. I don't know how many of you have never been out of your wheelchairs since the day you went in. But, I hope God, there's nobody in this room that way.

Now, we go through the goals of the organization: to demonstrate how best to overcome the paralysis; to represent personally people before the VA; to educate policy makers on the need for and wisdom of handicapped and social welfare legislation; to educate the public, etc. Here we go again. They do a good job of listing all of the things including the medical things they need to do and it's positive. It's factual. Severity of paralysis varies in degree, but it almost invariably results in permanent confinement to wheelchair. Then they go on to defining para and quad.

Next paragraph they want money. "Problems." "Help." "Care." In dollars alone the cost of caring for a paralyzed individual ranges from several hundred thousand to well over a million dollars throughout the duration of his lifetime. For those without benefit of veterans' assistance programs or those without substantial financial resources of their own, "paralysis virtually guarantees a marginal, isolated lifestyle." Now, what do we have here if you're newly injured? You'd look at that and say: "My God Almighty, I'm going to be a drain on my family for years. I'll never get out." You're in a state of depression usually. Right? So, that's really going to help a lot.

Secondly, if you don't have financial resources and you're not getting vet benefits, you're going to be leading a marginal, isolated lifestyle. I never had government help and my family isn't wealthy. I don't think I lead a marginal, isolated lifestyle. I resent like hell their saying that about me. I don't know about the rest of you in the audience but I resent it. We had that cleaned up by the way. They agreed to that one.

Discrimination. Talk about disabled people being viewed with revulsion. That's okay. That sometimes happens. Then, they go on and say, "It is difficult if not impossible to develop sustaining personal relationships which others take for granted." Whoopee! (Audience laughter.) That's right. The woman up front says, "The vets have a lot more problems than I ever thought they had." Right on! In another part they say they're inable to move about freely and easily, etc., etc. I think you're getting an idea of those things that they really honestly worked on and they did a really good job generally speaking. But, they sneak in. Watch it. You can look at a piece and say, "I looked at this piece and other people on the staff looked at this piece and in comparison to what's going out from Easter Seal and March of Dimes, this is great." So, I urge you very strongly to consider this. If any of you are interested, we can send you the evaluation sheets. We can help you do an evaluation on this kind of material. But, I just urge you to pay attention to the subtleties. I think you're sophisticated enough an audience that you're going to avoid some of the major things like "impaired students," putting coordination of services for disabled students in health care centers or hospitals. You're avoiding that, right? You're not just emphasizing in your literature health services for disabled people, right? I've seen a few about three or four years ago, but I think everybody's cleaned it up. And, you are not, in any of your material, referring to people "confined" to their wheelchairs, are you?

QUESTION AND ANSWER SESSION

We have a few minutes to entertain questions.

The question was to Sharon asking her what she thinks of the film "A Day in the Life of Bonny Consuela."

A. (Sharon)

I personally haven't seen it. Another person on the staff reviewed that. But I have not seen it, and I don't have the critique here. But I will send it to you.

Q. The other film that has come out that won an Oscar in the Academy Awards was "Gravity is My Enemy." What was your feeling about that film? Are you aware of it?

A. (Sharon)

Yes, I'm aware of it. We are just now getting into the AV stuff more heavily. We've been doing literature. Just this summer we've been moving over into it. We have a problem in that various members of staff are doing different films. We just have not brought the film element together in terms of putting out a report from the staff. We have to do that because of the training sessions we're getting into.

Q. You will be putting out a catalog?

A. (Sharon)

I wouldn't say a catalog. What we are going to do is a critique. We have critiqued some but the problem is they are not written up and if I have not personally done it, I would have to look at the file.

Jeff: Please understand one thing, our criteria of evaluation are obviously very, very subjective.

Sharon: And you have to be in this area. You can go through so many criteria. You can follow the evaluation sheet but it really comes down to the individual's perception of normalization when you answer that question. We can only give you advice.

Q. Are you, or anyone that you know of, monitoring output on all the various disabilities?

A. (Sharon)

Well, let's put it this way. I know that the staff in our office know that we don't have money to do it. We're overloaded totally. But I know that if we see something, for instance on television, our staff, as a staff, will respond to that if it's really negative or positive. There have been some really good things on television recently. A whole lot of the series have had things. When you get down to the fact when paras start robbing banks and stuff, that's normalization, lets face it. So we write off a little letter saying, "We really like that. Give us some more hoods." We like to increase role models.

Q. I realize some of the problems in how attitudes do occur, but the gentleman sort of misinterpreted my question. What kind of plans do you have down the road for subjecting the quality of your evaluation criteria with statistical analysis?

A. (Jeff)

I'm not quite sure what we are going to do or if we are going into that area, to be very honest with you. I see the future in developing more materials and developing training modules on attitudinal barriers more than hard core research. We are not going to get into the area of saying these are the films and the booklets to use. We definitely are going to stay far away from that. You have to determine what is good and bad and indifferent. We can only tell you from our perspective. Using our evaluation in a very subjective way, we can tell you what we think is decent material, why it's decent.

Sharon: Jeff has been on board a few months. I have been there two and one-half (2½) years and have seen the way that the staff developed in that time frame. I don't know how many people really know the budget of RRI, but we don't have a lot of money at all. We're the poor babies of RSA as far as I'm concerned, and we were not given money to do hard physical research to be honest with you. We just don't have it. Our mandate is more to critique and to suggest and to fill gaps. For the past year, if any of you have seen our material, we were getting overloaded with orders for it simply because it wasn't being produced. There was absolutely nothing out there on attitudes that you could use in a

training session. With 504 stuff coming out, there is a great need for that. So we recognized that and identified that to RSA. RSA said produce it. So we are having to work in that situation. I wish they would give us more money where we could bring on hard research people.

Q. I'm going to ask a pretty hard question. There's a double edged sword in presenting a realistic informational system vs. the requirement for fund raising. What is your recommendation? How do we balance that?

A.

Let me give you an example. We were talking about the health care cost and if it could be viewed as a negative. If a newly injured person looked at it, that could really set them off. PVA said we need that. "We need that particular thing to raise funds. That's a trade-off we are willing to take." In other words, we are willing to take responsibility for our members by saying O.K., we are going to have some negative feedback. We are going to have some people do that and get turned off. We're going to take that risk in exchange for the money that we are going to get. O.K., they agreed that the statement which was saying, "Without resources you would lead an isolated lifestyle" was unnecessary. Can you see the subtlety in the two?

Q. How do you know whether it's actually changed anybody's attitude? One of the kinds of attitudes that's bothered me for a long time is all the community volunteer programs that develop to provide recreation for little handicapped kids. The adults in the community may want to use the swimming pool and nobody cares about that. The adults of the community may want to do a lot of things. There is nothing that they can use unless they are willing to organize. It seems that one of the pervasive attitudes is children need organized activity and adults will fend for themselves anyway.

A. (Sharon)

Can I respond? One theory suggests that the fund raising attempts, because they've shown so many chidren as being the disabled people in the world, the disabled people are identified as children. Then when they get to be adults, they have to be given their education, given welfare, given this. They are kept in a child-like state so that as a society we have not particularly let them grow up. We provide for them as adults. So, what's the trade-off involved in fund raising? This may be a good example of the trade-off. We are being ignored.

Q. I remember someone telling me about a deaf child who went to a school for the deaf who thought there are no deaf adults because he had never met one. So when he became an adult he would die.

A. (Sharon)

Yes, right. We've just been told that we absolutely have to cut off or we are going to be thrown out. Thank you for your attention, but we'll be around if any of you want to talk.

ATTACHMENT I

MATERIALS EVALUATION SHEET

Title: PARALYSIS (?)

Distributor: PVA

Date of Pub.: No date given

Length: 1 Sheet

Target Audience: General public; disabled consumer

Format: Poster _____ Booklet _____ Monograph _____
Brochure X Article _____ Other _____

Content Area(s) covered:

x	Description of disability	_____	Behavioral suggestions
x	Employment	x	Attitudes
_____	Research	_____	Education
x	Fund raising	_____	Referral to additional services/info.
x	Interpersonal relationships	_____	Treatment
_____	Recreation	x	Prevention

Also: architectural barriers

REPRESENTATION OF DISABLED PEOPLE:	Poor	Fair	Good	Excellent	
1. Variety of disabilities mentioned	1	2	(3)	4	NA
2. Variety of severity of disability	1	(2) too simple	3	4	NA
3. Variety of age levels	1	(2)	3	4	NA
4. Variety of role models	(1)	2	3	4	NA
CHARACTERISTICS OF DISABLED PEOPLE:					
5. Seen in mutually beneficial role	1	(2)	3	4	NA
6. Emphasis on similarity with nondisabled	(1)	2	3	4	NA
7. Disabled people used as examples	1	2	(3)	4	NA
8. Positive interpersonal relationships	(1)	2	3	4	NA
9. Positive portrayal in pictures	1	2	(3)	4	NA
10. Person described in terms other than specific disability	1	(2)	3	4	NA
11. "What to Do" hints for nondisabled people	(1)	2	3	4	NA
12. "What to Do" hints for disabled people	1	(2)	3	4	NA
DISABILITY:					
13. Positive approach to disability	(1)	2	3	4	NA
14. Effects of disability were confined	(1)	2	3	4	NA
15. Presentation of individual differences	(1)	2	3	4	NA
16. Accuracy of information on function	1	(2)	3	4	NA
FORMAT:					
17. Positive pictures/graphics	1	(2)	3	4	NA
18. Ease of use by people with limited hand use	1	2	(3)	4	NA
19. Print size -- large enough type	1	2	(3)	4	NA
20. Clarity of language used	1	(2)	3	4	NA
21. Non-discriminatory language (e.g., no sexism, racism, etc.)	(1)	2	3	4	NA

ADDITIONAL COMMENTS OF RATER, HERE AND ON BACK:

ATTACHMENT II

The following is a list of materials which were displayed and/or distributed to conference participants which dealt with the issue of attitudes and physical handicapness. The conference planners did not attempt to evaluate these materials as to whether they are the best or most appropriate for use by program personnel in their educational settings. They served as examples of the different media which can be utilized in the effort to create accepting and mainstreaming attitudes--print, slides, 16 mm film, video tape cassettes.

Handicapism. A fifteen minute, 145 color slide presentation, with script and audio-cassette. Available from the Human Policy Press, University Station, P.O. Box 127, Syracuse, N.Y. 13210. Available for purchase for $45.00. There is $3.00 charge for the script. This package describes the prejudices, stereotypes, and discrimination practiced against persons with disabilities. It exposes personal, social, and professional forms of dehumanization and offers a ten point plan for eliminating handicapism.

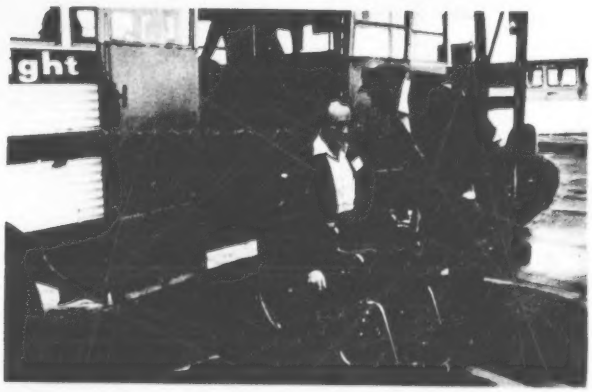
Living Together. A twenty minute color, video cassette tape. Available on loan from the Office of Handicap Student Programs, 126 Gentry Hall, University of Columbia-Missouri, Columbia, Missouri, 65211. Produced by handicapped, college students to describe negative stereotypes and attitudes toward persons with physical impairments. The presentation utilizes a narrative format against a background of various campus scenes.

A Different Approach. It is a twenty minute, color, 16mm sound film which is the result of a two-year project of the South Bay Mayor's Committee for Employment of the Handicapped. It had three objectives: to encourage employment of the handicapped, to address public attitudes towards the handicapped to see themselves as contributing members of society. It is available on loan from the President's Committee on Employment of the Handicapped (Washington, D.C. 20210). But they have a waiting list filled up through August this year. It is available for purchase ($225) from Marsha Savant, Los Angeles Harbor College, 1111 Figuera Place, Wilmington, California 90744 (213/549-3527).

"The Invisible Battle." This booklet is an introduction to the subject of attitudinal barriers: what they are, how to recognize them, and what you can do about them. We hope it will be helpful in breaking down the invisible barriers encountered by disabled citizens. It is available from the Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Suite 704, Washington, D.C. 20036.

"Beyond the Sound Barrier." This booklet is the second in a series addressing attitudinal barriers facing disabled citizens. The first booklet, "The Invisible Battle: Attitudes Toward Disability," discusses attitudinal barriers encountered by the disabled community in general. Future booklets will focus on specific disability groups. It is available from the Regional Rehabilitation Research Institute on Attitudinal, Legal and Leisure Barriers, 1828 L Street, N.W., Suite 704, Washington, D.C. 20036.

Physical Support Services



IMPLEMENTING THE TOTAL SERVICE PROGRAM

Elizabeth A. Fetter and Barbara Barnes,
Eastfield College

ABSTRACT

Recent legislation, new awareness on the part of society towards the disabled person, and, an increasing confidence in asserting his/her own civil rights are all factors in the rising number of disabled students entering higher education.

This article will outline some of the basic support services necessary to serve the disabled student population. Further, it will discuss the administrative concerns of coordinating, training, evaluating and paying people for such services. Also included is a brief discussion of the philosophy of a Services for Handicapped Students' (SHS) Office, i.e., the scope, purpose and responsibilities. It should be noted that this article is written to supplement existing material on supportive services. This was addressed at the first National Conference at Wright State. The reader might find it helpful to refer to the 1977 Proceedings of the Disabled Student on American Campuses, particularly those articles written by Thomas R. Shworles and Kent Kloepping.

SUPPORT SERVICES VS. COMPREHENSIVE PROGRAM

For this article, it is necessary to draw a distinction between support services and a total or comprehensive program supporting students.

The support services, referred to here as core services for handicapped students, are: interpreters, notetakers, readers, tutors, and mobility assistants. Every college needs to offer these services so that disabled students can take advantage of existing educational programs. Section 504 of the 1973 Rehabiliation Act states that "no otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination in any program or activity receiving federal financial assistance. For some educational districts or states it may be more feasible to centralize a comprehensive program of services at one college. A comprehensive program would include specialized classes designed for specific population needs. Many of the programs fall somewhere on the continuum between core services only and a comprehensive program.

Perhaps the most obvious place to focus a comprehensive program for disabled students is a college where a training program for some phase of rehabiliation is offered. For example, at Eastfield College in the Dallas County Community College District, there is a degree program in Training Paraprofessionals for the Deaf (TPD). This curriculum area draws large numbers of hearing as well as some deaf students to this college. The college environment is enhanced because these students know or are learning sign language and are eager to interact with deaf people. Deaf students are often hired to tutor the TPD hearing students as well as other interested college staff in sign language.

At California State University at Northridge (CSUN), therapeutic recreation and physical therapy students work with adaptive physical education classes as labs for their classes. Symbiotic relationships like these will enhance the environment for disabled students. They will be actively contributing as well as receiving services. If the college itself has no such training program, some type of cooperative arrangement could be negotiated with a neighboring institution.

DEVELOPING PROGRAMS

The SHS' first task is to assess the existing programs offered by the college to determine their strengths and weaknesses. In some cases in-service training with the counseling, financial aids, placement and student activities staffs will be sufficient. In some areas

SHS staff may need to act as a resource. For example, they may evaluate tests used in the testing center as to the appropriateness with handicapped students and suggesting additional tests where necessary. In some cases, if there is no existing service, the SHS staff may need to develop the service and then turn the responsibility over to the appropriate existing college department. Driver's education class for handicapped students is an example of this approach. The initial need and how to meet the need was generated by the SHS Office. The Community Services Division submitted the grant to the Office of Traffic Safety. Community Services administered the class, including the hiring of a teacher outside of the college.

The authors have a basic bias of decentralizing services. In some colleges, services are reimbursed by headcount funding ratio. Because of this, the administration of all services, sign language classes, special classes, etc., may have to be more centralized. It would often be counterproductive, however, to physically centralize all services to disabled students. As much as possible, disabled people need to obtain services from the same centers as able bodied students. This provides the opportunity to learn to cope with differences in approaches and personalities.

PERSONNEL ACCOUNTABILITY

Supportive service monies can best be monitored and administered when funded directly to the college. If interpreters, readers, etc., are paid directly by the agencies, there is less personnel accountability. It is more difficult for the college to serve in a coordinative function. Usually, qualified human resources, particularly interpreters, are limited. It is extremely important that they be coordinated so as to produce maximum efficiency.

The supportive services themselves should be determined in light of the performance objectives. That is, the function of notetaker could be used for a deaf, blind, mobility impaired, or learning disabled student. Focusing on performance and not the individual student's disability helps keep the support services individualized and appropriate. The assessment of the need for service is a continuing process. This may best be explained by an example. Jane is a student who uses crutches due to arthritis. Jane and the SHS Office initially agreed to have a mobility assistant meet Jane after class and carry her books to the next class. Jane wanted the security of another person and pushed for this strongly. Later she decided it limited her independence and freedom to spontaneously go where she wanted.

Jane then tried borrowing the electric wheelchair. While she originally had identity problems with others seeing her in a wheelchair, it did not bother her now.

After a certain amount of confidence building, Jane now uses her crutches and a backpack for her books. She asks one of her classmates to help her on and off with the pack, move chairs as needed, etc. She learned from her experience using the wheelchair that it offers her stability and free use of her hands. She is now borrowing a manual wheelchair for around the house to experiment with cooking and other activities.

Generally, paid personnel have advantages over volunteers providing services. It is also easier to switch service people if the paid service person is not doing an appropriate job. Volunteer workers are important, however, as most colleges do not have the resources to pay for more than one paid service per class. It is imperative to delineate very clearly to the student the limitations of a paid versus a volunteer notetaker, for example. (Appendix I) The student must either xerox notes or provide the carbon paper and realize that a volunteer person's notes are not as extensive as a paid worker's notes.

Other activities that the Eastfield SHS Office directs can be found in the Appendix I.

Orientation for Instructors and Staff

An in-service for staff and faculty was held each semester one week after classes began. Originally, it was advertised for faculty having handicapped students in the classroom. We quickly realized that staff were often the front line people dealing with students. We now encourage them to attend also. A slide show enumerating some sample students along with common problems

faced was presented and served as an excellent and non-threatening way to open discussion. (Appendix II) Free sign language tutors who are always deaf students could meet with faculty and staff at their convenience to give them some basic vocabulary. Having the deaf student tutor and interact with the staff always helped with awareness and reduced anxiety toward working with deaf students.

Welcome to the Quiet Life (Gallaudet College, 1974) had been sent to each faculty member with a deaf student in their class. It is now offered to any others on request. Other books and helpful publications were reviewed for similar use.

Orientation for Disabled Students

Orientation for disabled students was offered in addition to the regular student orientation given to all students. Again, the slide show was given as a basic introduction to each group.

We divided the students for convenience. Deaf students had a separate orientation because of the large number and because the information relating to the use of interpreters does not apply to the students with other disabilities.

The students with mobility problems were shown the easiest and most accessible routes around campus. All services were explained. The students were instructed how to obtain these services. Students were told what the Services for Handicappped Students' Office expected of the part-time workers and what the student's responsibility was.

Orientation for support services staff was held as needed. If there were a group of new workers, they would be oriented individually. The sheets in the appendix go into more detail. The basic information given was on expectations, ethics, and the information sheet. The slide show of Eastfield's SHS as well as a college organizational chart was presented to each worker so she/he would be able to answer simple questions relating to the SHS office or the college in general. In addition to this brief introductory in-service for support service staff, interpreters met on a monthly basis for more in-depth training. The training responsibility was rotated among themselves. There were also some outside resources used for training.

A Mobility Assistant workshop was given for all people working on this capacity, the health center, and the security staff. A physical therapist with extensive background working with people in wheelchairs discussed emergency techniques, lifting, carrying up and down stairs, types of wheelchairs car/chair transfers, etc.

Numerous outside sources often sponsored workshops that would help in the professional growth of SHS staff or others working with handicapped students. Texas Institute of Rehabilitation and Research in Houston, Texas, the local spinal cord injury center, periodically sponsored Sexual Attitude Reassessment Workshops. SHS staff as well as counselors from the college counseling center were encouraged to attend.

In addition to the above groups, the most obvious population that needs awareness or "in-service" is the non-handicapped student. Any number of activities can help to accomplish this goal. Some might include:

1. Handicapped Awareness Day/Week,
2. Articles in school media,
3. Guest or student speakers in classes talking about disability related issues. Handicapped students as well as non-handicapped students would benefit from these activities.

Finally, a comprehensive evaluation system always needs to be maintained. Components of Eastfield's SHS evaluation system appear in the Appendix I.

In addition, an outside evaluator came in once each semester to evaluate interpreters. This evaluation is part of several factors used in figuring pay. The pay increment sheet and the point system used to determine the pay rate are in Appendix I.

These charts, letters, handouts, and forms are given only for ideas. Obviously, each SHS Office will have to individualize their activities and forms for their special needs.

APPENDIX I

Contents

1. Students Responsibilities
2. SHS Office Responsibilities
3. Interpreter's Responsibilities

4. Responsibilities of: Mobility Assistants, Notetakers, and Tutors
5. Part-time Workers Evaluation Procedure
6. Interpreter's Evaluation by Students
7. Teacher Evaluation
8. Classroom Situation Evaluation
9. Special Events Evaluation
10. Interpreter's Self Evaluation
11. Interpreter's Evaluation Form
12. General Requirements for Support Services' Personnel
13. Part-time Worker's Application
14. Interpreter's Assignment Information
15. Interpreter's Salary Increment Report
16. General Procedures
17. SHS Organizational Chart
18. Script for Slide Tape Show

STUDENT'S RESPONSIBILITIES

1. To express his needs to the SHS Office.
2. To make SHS aware of any service difficulties.
3. All students using special service is expected to contact the SHS office in the event of their absence.
   a. Cancel services
4. The student is responsible for his own classroom assignments.

SHS OFFICE RESPONSIBILITIES

1. To be supportive of the student in his educational endeavors.
2. To provide available services authorized for and requested by the student on an individualized basis.
3. To coordinate and supervise the support service staff.
4. To act as a liaison between the student, state agencies and Eastfield.
5. To act as a referral office for handicapped students.

INTERPRETER'S RESPONSIBILITY

1. To sign everything that is being said in the classroom or meeting.
2. Required to reverse interpret questions or comments expressed by the student.
3. To keep confidental any information shared in an interpreting situation or relating to the situation.
4. Expected to be conscientious of their personal appearance.
   a. Hair
   b. Make-up
   c. Fingernails
   d. Jewelry
   e. Beard & moustache
   f. Smocks
5. To continue to improve and upgrade skills through training.
6. Expected to be dependable.
   a. Punctual
   b. Attendance
   c. Waiting period for no show.
7. Interpreters as human, so mistakes will be made.

RESPONSIBILITIES
MOBILITY ASSISTANT

1. The mobility assistant is required to obtain an Everest & Jennings wheelchair manual and read it in order to perform various wheelchair maneuvers.
2. The mobility assistant is responsible for performing various health care needs as assigned by the SHS Office.

NOTETAKERS

1. The notetakers are responsible for recording accurate, detailed information, legibly (paid notetakers).

TUTORS

1. Tutors are expected to reinforce or clarify any information obtained by the student in the classroom.
2. The tutor is expected to work closely with the instructor.
3. The tutor is expected to make the student aware of different campus resources (i.e., LRC, Crash Lab, etc.), in order to assist the student in his studies.

SERVICES FOR HANDICAPPED STUDENTS

Part-time Workers Evaluation Procedure

TWICE EACH SEMESTER:

Second Week of Classes:

1. Interpreter evaluations completed by students
2. Instructor evaluations completed by students
3. Instructor evaluations complete by interpreters
4. SHS evaluation completed by teachers.

Thirteenth Week of Classes:

1. Interpreter evaluations completed by students
2. Instructor evaluations completed by students.
3. Instructor evaluations completed by interpreters.
4. SHS evaluation completed by teachers.

Once Each Semester:

Fourteenth Week of Classes:

1. Interpreter self evaluation
2. Interpreter evaluation done by certified CSC interpreter
3. Interpreter pay evaluation (based on CSC evaluation)

The only form of evaluation we have for mobility assistant and tutors is by recommendation.

INTERPRETERS' EVALUATION BY STUDENTS

NAME OF INTERPRETER: _____

TYPE OF INTERPRETING:
One to one ___
Lecture ___
Panel ___
Other _____

DIRECTIONS:

1. Place a check (✓) on the scale to show your evaluation of the interpreting situation.
2. Place a circle (○) on the scale to show what you prefer in the interpreting situation.

   Example: Did you understand what the instructor said?

   None Little Half Most Everything

   This scale has been marked to show that the student wants to understand everything in the interpreting situation but in this situation he understood little of what was being said.

3. Please comment on any item that you feel needs improvement.

---

1. Did you understand what the instructor was saying?

   None Little Half Most Everything

   Comment:

2. How were the interpreter's expressions used?

   Facial Expressions

   Blank Slight Good Slightly Exaggerated Exaggerated

   Body Expressions

   Blank Slight Good Slightly Exaggerated Exaggerated

   Comment:

3. If lipreading was used, how were the interpreter's lip movements?

Not Used	Too Little	Similar to Speaker's	Clearer than Speaker's	Extreme

Comments:

4. How were the interpreter's signs?

Cramped	Small	OK	Larger than Necessary	Exaggerated

Comments:

5. How was the interpreter's fingerspelling?

Unreadable	Poor	Fair	Good	Clear

Comments:

6. How did the interpreter make you feel?

Uncomfortable	Embarrassed	Tense	Relaxed	Pleased

Comments:

7. How would you rate the interpreter overall?

Poor	Fair	OK	Better than Average	Excellent

Comments:

8. What method did the interpreter use? Underline one.

Signs Only
Signs & Fingerspelling
Signs & Fingerspelling & Oral
Signs & Oral
Other:_____

Comments:

9. How did the interpreter relay the speech? Underline one.

   Word for Word
   Word for Word Mostly
   Word for Word and Condensed
   Condensed
   Waited and Described

   Comment:

10. At what age did you lose your hearing?

11. Please understand the purpose of this evaluation is to offer constructive criticism in such a way as to suggest improvement, therefore the interpreters must read their evaluations.

    Please feel free to use the following space for any further comments and any suggestions for improvement of Eastfield's interpreting services.

TEACHER EVALUATION

INSTRUCTIONS: Please circle the most appropirate answer. If the question is not relevant to your teacher, circle "no answer" rather than leaving it blank.

YOUR NAME:_____ DATE:_____

INSTRUCTOR'S NAME:_____ CLASS:_____

1.	Instructor's presentation is clear and interesting.	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
2.	"Out of class " assignments are realistic.	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
3.	Is the instructor well organized?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
4.	Does he/she make clear what is expected on reports, tests?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
5.	Are the tests fair and relevant to the course?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
6.	Is he/she friendly and flexible?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
7.	Does he/she listen to students and explain why he does certain things?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
8.	Are lecture notes related to the book?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
9.	Does he/she encourage office visits for outside help?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
10.	Is he/she considerate of interpreters, speaking slowly?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
11.	Do you recommend this class and instructor to other deaf students?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS
12.	Are you included in classroom discussion?	NO ANSWER	RARELY	SOMETIMES	OFTEN	ALWAYS

COMMENTS:_____

Are you a ___student, ___interpreter,___notetaker?

Please return this completed form to the services for handicapped students office, Eastfield College

CLASSROOM SITUATION EVALUATION

Dear_____,

The following is an evaluation of classroom situations involving physically disabled and hearing impaired students. Please complete this form and return to the services for Handicapped Students Office. Your cooperation will enable us to improve our supportive services.

1. Please comment on how you and your classroom procedures were effected by the presence of a physically disabled and or deaf student in your class.

2. If you have had deaf students in your class:

   a. Was the interpreter able to answer your questions regarding deafness and/or refer you to the appropriate person?_____

   b. Was the interpreter able to assist the hearing students in feeling comfortable with the deaf student?_____

   c. Did the interpreter seem to be able to easily understand and reverse interpret (speake while the student signs), so that the deaf students could participate in class discussions?_____

   d. Did the interpreter seem to have a good attitude about the deaf student?_____

   e. Did you find this interpreter's manner of interpreting distracting?_____

3. Please make any additional comments that would assist us in providing more effective services. Your suggestions are sincerely appreciated. (Use the back if necessary)

Thank you for your cooperation in this matter. If at any time we may be of service, please feel free to call us. 746-3297

Sincerely,

Elizabeth A. Fetter
Coordinator, Services for
Handicapped Students

SERVICES FOR HANDICAPPED STUDENTS

SPECIAL EVENTS EVALUATION

EVENT:_____ DATE:_____

LOCATION:___ PIT ____ PERFORMANCE HALL _____ OTHER

INTERPRETING SERVICES:

Interpreter's name/names: _____ _____

Was the interpreter's placement acceptable? Explain:_____

_____

Was the lighting adequate for the situation? Explain:_____

_____

Were you comfortable with the interpreter's attitude? Explain:_____

_____

How would you rate the interpreter overall?

___Poor ___Fair ___Average ___Above Average ___Excellent

MOBILITY ASSISTANCE:

Aide's name/names: _____ _____

Were you comfortable with the aide? Explain:_____

_____

Were seating arrangements adequate for the situation? Explain:____

_____

PLEASE USE THE ADDITIONAL SPACE TO MAKE ANY COMMENTS YOU WISH REGARDING THE SPECIAL SERVICES PROVIDED OR THE SHS OFFICE.

YOUR TIME IN COMPLETEING THIS FORM WILL HELP US BETTER SERVE YOU!

INTERPRETER'S SELF-EVALUATION

NAME:_____ SS#:_____

ADDRESS:_____ PHONE #:_____(home)

_____(work)

Background in deafness:

___Relatives ___Friend

___Formal Training ___Developed Interest

Do you have any certification?____ If yes explain what level of certification you have._____

Do you speak and understand Ameslan? ___ Yes ___ No # of years___

Do you speak and understand Signed English? ___Yes ___No #of years___

Evaluate your skills in the following areas:

Skills in interpreting:_____

Skills in translating:_____

Skills in reverse:_____

List any previous workshops or in-services you have attended concerning deafness or interpreting._____

_____

How many college credits do you have? ___ Do you have a degree?____

If yes, tell what degree/s you have:_____

Give three specific education areas (subjects) you would prefer to interpret: _____ _____ _____

If we received a call for community service, may we refer them to you? ___Yes ___No

INTERPRETER EVALUATION FORM

Name of Interpreter:_____ Date:_____

Place of Evaluation:_____ Evaluator:_____

INTERVIEW

Overall Appearance:_____

Composure: Relaxed___ Tense___ Uncomfortable___

Attitude: Unprofessional ___ Professional ___

Answers to questions about the interpreter's role:

Naive 1____ 2____ 3____ Knowledgeable

COMMUNICATION SKILLS

Sign Positioning:_____

Sign Vocabulary:_____

Fingerspelling: Clear____ Good____ Fair____Poor____Slur____

Unreadable____ Too Fast____

Concept Presentation:_____
i.e., park (your car), park (playground)

LIP MOVEMENT

Extreme____ Clearer than Speaker____ Clear____ Too Little___

EXPRESSION

Face: Good____ Slight____ None____ Exaggerated____ Inappropriate___

Body: Good____ Slight____ None____ Exaggerated____ Inappropriate___

Interpreting Skills: Inaccurate 1___ 2___ 3___ Adequate

Translating Skills: Inaccurate 1___ 2___ 3___ Adequate

REVERSE SKILLS

Time/Speed Lag: Extreme___ Average___ Keeps Up___

Overall Comments:

GENERAL REQUIREMENTS FOR SUPPORT SERVICE PERSONNEL

1. Regardless of assignment, support service is expected to be punctual and dependable.

    A) If the staff person will be late or absent they need to contact the SHS Office.

2. The staff person is expected to fill all duties as assigned by the SHS Office.

3. The staff person is required to wait 15 minutes in as hour class and 20 minutes in a 75 minute class for the student to show up.

PART-TIME WORKERS APPLICATION

NAME: _____ BIRTHDATE: _____

ADDRESS: _____ SS#: _____

_____ PHONE #: _____(home)

_____(work)

Have you had any previous experience with handicapped students?

___YES ___NO

If yes, explain: _____

_____

Which of the following jobs would you be interested in:

____Mobility Assistant

____Notetaker

____Reader for the blind

____Tutor

____Interpreter

If you are a student, please list your class schedule.

_____

_____

_____

_____

_____

Preferred working hours: _____

_____

_____

Other comments: _____

_____

_____

INTERPRETER'S ASSIGNMENT INFORMATION

This interpreter could handle: Circle a number in each catagory.

EXPRESSIVE INTERPRETING

1 Limited-one to one-informal
2 Fair-Minimum lecture
3 Average-slow signed English or Ameslan-sinultaneous
4 Above average-normal speed-simultaneous
5 Any classroom situation

EXPRESSIVE TRANSLATING

1 Limited-one to one-informal
2 Fair-Minimum lecture
3 Average-slow signed English or Ameslan-simultaneous
4 Above average-normal speed-simultaneous
5 Any classroom situation

REVERSE SKILLS

1 Limited-very little understanding
2 Fair-understanding & then reversing
3 Average-slow Signed English or Ameslan simultaneous
4 Above Average-normal speed-simultaneous
5 Highly skilled-any student level

This form will be completed by a CSC certified interpreter each semester.

INTERPRETERS' SALARY INCREMENT REPORT

INTERPRETER'S NAME: _____ TOTAL SCORE: _____

DATE: _____ PAY RATE: _____

PRIOR EXPERIENCE

1. Community
2. Classroom
3. College (30 College Credits)

EVALUATIONS

1. GISC
2. EIC or ETC
3. EIC and ETC
4. CSC

EDUCATION

1 High School or GED
2. College Credits (30)
3. A.A. or equivalent
4. B.A. or equivalent

SENIORITY

1. 2 semesters
2. 4 semesters
3. 6 semesters
4. 8 semesters

ETHICS

0. None
1. Limited-very little knowledge
2. Fair-minimum knowledge or following
3. Average-good knowledge and following
4. Above Average Excellent knowledge and following

COOPERATION

0. Never follows staff procedures
1. Sometimes follows staff procedures
2. Most of the time follows staff procedures
3. Conscientiously follows staff procedures

ATTITUDE

0 poor
1 poor but willing to adjust
2 Average
3 Good

EXPRESSIVE INTERPRETING

1 Limited-one to one-informal
2 Fair-minimum lecture
3 Average-slow signed English or Ameslan simultaneous
4 Above average-normal speed simultaneous
5 Any classroom situation

EXPRESSIVE TRANSLATING

1 Limited one to one informal
2 Fair-minimum lecture
3 Average-slow signed English or Ameslan simultaneous
4 Above average-normal speed-simultaneous
5 Any classroom situation

REVERSE SKILLS

1. Limited-very little understanding
2. Fair-understanding and then reversing
3. Average-slow signed English or Ameslan simultaneous
4. Above average-normal speed simultaneous
5. Highly skilled-any student level

0-9	$3.50
10-13	4.00
14-17	4.50
18-21	5.00
22-25	5.50
26-30	6.00
31-35	6.50
36-40	7.00 (plus 50¢ per year up to 8.50 for CSC holder)

GENERAL PROCEDURES

As an interpreter you are responsible for knowing the following code of ethics as outlined by the Registry of Interpreters for the Deaf.

CONFIDENTIALITY

Interpreters are expected to view all information from an interpreting situation as confidential.

CENSORING

Intepreters never have the right to censor what is said. Deaf and hearing persons should have equal access to the same information right down to the curse words.

APPEARANCE

The interpreter should be careful of personal appearance.

1. Men should avoid shaggy beards or moustaches.
2. Women should avoid heavy make-up, excessive jewelry, rings, bracelets or very long fingernails. Hair should be back off the face.

Here at Eastfield we will require that all interpeters (this includes male interpreters) wear a navy blue smock which can be purchased at any uniform shop. The purpose of these smocks will be to:

1. Provide a solid background for signing.
2. Reinforce the differentiation between you as a person and you as an interpreter.

WHAT IS EXPECTED OF AN EASTFIELD INTERPRETER

1. Interpreter Absences: Interpreters are responsible for notifying the SHS Office at least 24 hours in advance of any assignment they are unable to fill. 746-3297 (Voice or TTY)
2. Student Tardy: Should a deaf student not show up at the beginning of the class the interpreter waits 15 minutes for an hour class and 20 minutes for a 1½ hour class. If the student calls us to inform us that he will be late the interpreter should remain in class until he or she arrives.
3. Student no Show: If a student does not show up for class without notification, the interpreter is to contact the office and complete a "NO SHOW" form. The interpreter will be paid for the class but should not return to the class until notified by the SHS Office.

4. Additonal Service: If a deaf student or teacher requests addtional services from the interpeter the deaf student should be referred to the SHS Office where the assignment will be made. it is not the responsibility of the interpreter to request special services. Any interpreting assignment that is not channeled through the SHS Office will not be paid for by the SHS Office.

5. Punctuality: Interpreters should be punctual. Always be in class on time or preferably a little early, especially on the first day of class or when subbing... to introduce yourself to the instructor and student.

6. Delivery: The philosophy of Eastfield is total communication when interpreting always mouth, without voice, the spoken words.

7. Handling Questions: Questions from the deaf student should always be directed to the student. The function of the interpreter is to expressively and receptively transmit questions and NEVER anser the questions themselves.

8. Attitude: Attitude plays an important part in salary increments reviews. Please read and remember the following criteria which will be considered when rating your attitude.

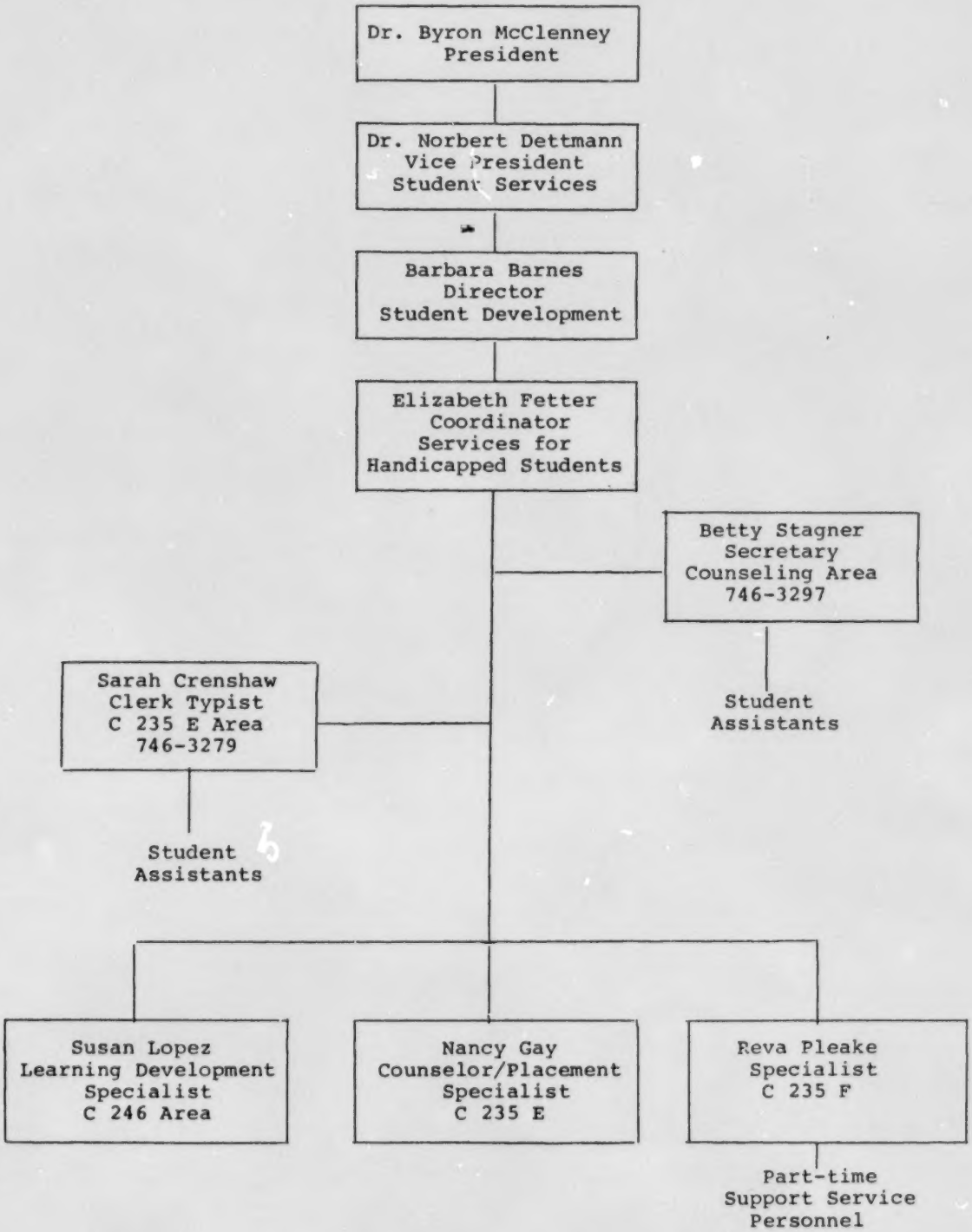
    1. Flexibility
    2. Not allowing personal feelings to affect your job
    3. Comp'aints (should be directed to the office)
    4. Stay within the system
    5. Willing to follow procedures
    6. Effort for improvement (training, growth)

9. Public Relations: Because interpeters often serve as public relations persons for the office, it is important for interpreters to be considerate of those people who do not understand the needs of deaf people. Use those opportunities to educate them on deafness. You are an extension of the SHS Office and will be questioned frequently about the services. Be knowledgeable in the field of deafness and able to refer a person to the office appropriately. Resources you should be familiar with are:

Function	Program	Names	Phone
Curriculum	TPD	Ursula Palmer Laura Carr	746-3220
	secretary	Helen Butler	
Supportive Services	SHS	Buffy Fetter Reva Pleake	746-3297
Contracts Services	TRC	Pat Miller	692-1665

10. Training: The interpeters are encouraged to attend short term workshops. The purpose is to better equip the interpeter to meet the needs of every situation. For professional growth interpeters are strongly encouraged to join their professional organizations and to get involved in significant issues regarding the emerging professionalism of interpreting. Interpeters should seek certification as personal skills develop.

SERVICES FOR HANDICAPPED STUDENTS ORGANIZATIONAL CHART



APPENDIX II
SCRIPT FOR SLIDE TAPE SHOW
[1]EASTFIELD'S SERVICES FOR HANDICAPPED STUDENTS

[2]This might look like an ordinary class roster but several of the students[3] in the class have special problems that require added awareness and attention. Let's meet a few of Eastfield's handicapped students and look at their needs.

[4]This is Richard Campbell. He is nineteen years old and until last year, he was hunting, fishing and working part-time in his dad's store.[5] In June of 1974 Richard was in an automobile accident and broke his neck, leaving him paralyzed from the neck down. [6]The medical word for this is quadraplegia, meaning all four limbs are affected. [7]Richard has been out of the hospital for 6 months before enrolling at Eastfield in Math and English,[8] and has never had to cope with the problem of going into a class and telling the teacher--"I can't write." [9]Eventually Richard will learn to approach the instructor before a class and explain his limitations, but right now this is the first time[10] he has had to cope with his disability and he needs your sensitivity in dealing with his problems. [11]He might need someone to sit in class with him and take notes and then take him from class to class. Perhaps chairs need to be moved out of the way, doors opened.[12] He might need an extended amount of time to take a test with a notetaker writing the answers. Or you might suggest an oral examination. [13]He is dependent upon someone else to bring him to and from school[14] and has less resistance to infection than other students. This is something to remember if he is absent.

[15]Wanda King is 30 years old, arthritic, and runs an answering service business from her home in Mesquite, but has decided to go into public relations work so she is attending Eastfield. [16]Although Wanda can walk on crutches, she cannot carry her books[17] so she has chosen to use an electric wheelchair at school. [18]She would like to own her own car but until that time she is dependent on someone bringing her to school. [19]Wanda uses a notetaker in her classes but can write for herself on examinations if given extra time.

[20]Scot Hottle was born deaf. He attended Kansas State School for the deaf and is now studying engineering at Eastfield. [21]Scott has grown up using American sign language in his school and home. [22]This is the first time he has attended a school with hearing students. With the help of an interpreter [23]who "signs" as the instructor talks, Scott can understand everything that goes on in the classroom.

Although it might seem awkward at first, try to look directly at the deaf student when you talk, [25]even though the student will be watching the interpreter. [26]Speak directly to the student and avoid saying to the interpreter. "Tell him" or "Ask her what she thinks." [27]Keep in mind the deaf student needs to watch the interpreter even though the student will glance at you for expressions and cues. [28]Another thing to remember is that there is a 15 second lag time betweeen the spoken word [29]and sign language so the deaf student may be slower in responding to your questions. [30]Furthermore, it would be impossible for a deaf student to follow the instructions, "Look at the chart on Page 67 as I explain it." [31]Remember that a deaf student must watch the interpreter and cannot look down, read or write, and hear any directions you are given. [32]It would be better to say, "Take a minute to look at the chart on Page 67," pause and then proceed with your explanation. [33]Since a deaf student cannot write and watch an interpreter at the same time, he or she should bring some carbon paper to class to give to a hearing classmate so the deaf student will have a copy of the class notes. [34]A deaf student might ask you to suggest the name of a hearing classmate who could take good notes. [35]Remember that a totally deaf student has never heard the English language. In effect, English is a second language. [36]This makes essay tests much more difficult than objective tests and projects involving prolific writing might be a stumbling block. [37]This doesn't mean you should change your testing procedure but the deaf student might know what to say but be awkward in an attempt to write it.

[38]Many handicapped students are completely independent. Willis Turner, a 33 year old paraplegic, is far from helpless: he goes where

he wants, when he wants. [39]He drives by means of hand controls consisting of one lever which operates the brakes, accelerator, horn and dimmer switch. [40]He does his own shopping, laundry and goes wherever he wants. Willis states, I don't consider myself handicapped. [41]I consider it more of an inconvenience. He is actively doing things to change his community to make it easier for him to get around without help from others. [42]He is a member of C.R.A.B., the committee for the removal of architectural barriers in Dallas, a group instrumental in planning the barrier free DFW airport. [43]Willis would want to be treated the same as any other student in your class.

[44]Eastfield has recognized the barriers in the original architectural design and has taken steps to change these facilities. [45]Phones and water fountains have been lowered: bathroom facilities have been made accessible: [46]ramps have been installed: the performance hall can now accommodate four students in wheelchairs: [47]the study lounge has a lift: parking spaces for handicapped students have been provided, and electric doors have been installed. [48]Future alterations include: lower elevator buttons, and more gridded walkways to prevent slipping. [49]In addition to these services, Eastfield, in cooperation with the Texas rehabilitation commission, offers students any number of other supportive services: interpreters, notetakers, tutors, and mobility assistants. [50]A teletypewriter for the deaf--a machine that enables deaf people to use the telephone in talking to other deaf people with similarly equipped phones, [51]loan of manual or electric wheelchairs while on campus, and carbon paper for notetaking. [52]Since more student involvement and input improves the services for the handicapped, the "not psyched out" club plays a very important role. [53]It is open to anybody at Eastfield, handicapped or non-handicapped. Furthermore, Eastfield continues to sponsor events that will draw attention to handicapped students and their needs. [54]The highlight of the fall awareness week was the performance of the national theater of the deaf.

[55]Buffy Fetter is Eastfield's counselor/coordinator for services for handicapped students. She is available to work with teachers in any situation involving handicapped students.

[56]Your awareness as teachers of the special needs of handicapped students is a key ingredient to the student's success at Eastfield. [57]You, more than anyone, have the most contact with the individual students. [58]Your genuine concern and understanding of the situation can replace frustration with enthusiasm, failure with success.

INDEPENDENT LIVING: THE HOUSTON PERSPECTIVE

Lex Frieden, New Options Research Director
Texas Institute for Rehabilitation and
Research, Houston, Texas

ABSTRACT

Independent living programs provide and coordinate services to help severely disabled individuals increase their personal self-determination and minimize their dependence on others. Several innovative programs in Houston have evolved to help severely disabled people reach the goal of independent living, and others are being planned.

It is clear that many severely disabled people can work and live independently if they are supplied with supportive services to enable them to live outside of institutions. It is also evident that many severely disabled people, who are unable to work, are capable of substantial selfcare and comparative social and psychological independence.

Programs designed to foster independent living may help severely disabled people make a transition from a state of relative dependence to one of comparative independence. Independent living programs may also provide the means by which severely disabled people can participate in the normal day-to-day activities of life to the fullest extent possible.

Research conducted by the Independent Living Research Utilization (ILRU) Project at the Texas Institute for Rehabilitation and Research (TIRR) indicates that there are between thirty and fifty community-based independent living programs in the United States which provide and coordinate services to help severely disabled individuals increase their personal self-determination and minimize their dependence on others. According to the definition developed by the ILRU project for the Rehabilitation Services Administration (RSA), these programs have substantial consumer involvement, provide attendant care and housing directly or through referral, and provide information about goods and services relevant to independent living. Other services that are provided or coordinated by independent living programs include transportation provision or registry, peer counseling, advocacy and/or political action, independent living skills training, equipment maintenance and repair, and social-recreational services. Most independent living programs serve fewer than 50 people at any given time. The primary client population is made up of persons with severe physical or developmental disabilities. They are most often private, nonprofit entities funded by grants and donations.

The most widely known, and perhaps the first effort at independent living for severely disabled people on a broad scale began in California. In the early 70s a group of disabled students who had lived in the Cowell Hospital Residence Hall at the University of California formed the Center for Independent Living (CIL) in Berkeley. Incorporated in 1972, CIL was established as a self-help, outreach program designed to expand options and alternatives available to disabled people throughout the community.

At about the same time the disabled students in Berkeley were organizing CIL, a group of severely handicapped people in Houston, who were former patients at Texas Institute for Rehabilitation and Research, realized the potential benefits of sharing services required to support independent living and began to plan the Cooperative Living Residential Project. Sponsored by TIRR and RSA, the project opened in 1972.

Living in a barrier-free, dormitory-style building near downtown Houston, the Cooperative Living residents hired and managed their own attendants, arranged for their own transportation on a shared basis, and generally practiced the skills required in order to live independently. Most of the 40 people who lived in the project in its three years of operation as a research and demonstration project, began working or going to school while they lived there. The average number of residents in the program at any given time was 12.

Most people graduated from the Cooperative Living program in about 15 months and moved to more independent living arrangements in the community. Many of these people chose to continue sharing support services and formed their own corporations to provide independent living services. These organizations like Independent Lifestyles, Free Lives, and Cluster Living and Shared Providers (CLASP) exist in Houston today as independent entities.

Independent Lifestyles, Inc., provides supportive services for 23 severely physically disabled individuals who live at Banyan Townhomes, a group of condominiums developed and financed by the residents themselves. Attendant care is available on a 24-hours basis. Each resident pays for personal attendant care according to the number of hours of service which s/he subscribes to each month. The average monthly charge for attendant care ranges from $175 to $230. Independent Lifestyles has an office with an activity board where attendants report between their chores. The activity board has the residents listed by their apartment number and a code. By the code, the attendants know what is needed each day for each resident such as, dressing, preparing a meal, turning and transferring, personal hygiene, etc. The resident is responsible for recording on the activity board services required each day. Transportation to and from necessary activities is provided in a specially equipped van from 7:00 A.M. to 6:00 P.M., Monday through Friday. Transportation charges for residents average $85 per month. Independent Lifestyles is recognized by the Texas Rehabilitation Commission as an approved vendor of services. Some financial support for the program comes from charges to residents. These charges are below the actual cost of providing the service and are, therefore supplemented by contributions.

Free Lives is a cluster of 11 severely disabled persons who live in the same wing of the 292-unit Independence Hall. This is an FHA 236 project for the handicapped and elderly. Each resident has his or her own apartment and subscribes to a cooperative attendant service. Routine physical care activities are scheduled by the residents. The 12-person staff is managed by a chief attendant. Cafeteria service is available in the complex, although some residents prefer to use their own kitchens. Transportation is provided on a prescheduled basis by Houston Goodwill which sponsors the apartment. Service charges are based on mileage. The City of Houston operates an accessible dial-a-ride service which serves Independence Hall. Apartment rents range from $97.50 to $172 per month, depending on the resident's ability to pay. Attendant services are $260 per month. Some resident's services are subsidized by the Texas Rehabilitation Commission and Goodwill. Free Lives has an elected grievance council and a resident administrator who interact with the Chief attendant and the project management.

Cluster Living and Shared Providers is an independent living service program located at Willow Woods Apartments. Twenty units in the Willow Woods complex have been adapted. CLASP coordinates attendant care and transportation for the severely disabled individuals who live at Willow Woods. Residents pay $220 per month for attendant care. Some residents are eligible for Section 8 rent subsidy from the Houston Housing Authority. The apartment owners, however, are planning to discontinue Section 8 agreements. Monthly rent at Willow Woods is $325 for a two bedroom apartment. Transportation is available via Houston's Pick Me Up service for disabled people on an advance reservation basis at $1.00 per trip. Creative Handicaps, a volunteer organization, provides transportation on a limited no cost basis. The CLASP project is sponsored by the Texas State Department of Human Resources.

The Cooperative Living project evolved into an independent living skills training program called New Options. New Options is designed to foster the integration of severely physically disabled people into their communities. The planning and initial months of operation of New Options were supported in part by Rehabilitation and Training Center 4 at TIRR. This project continues to support a portion of the research to evaluate program effectiveness. In October of 1976, a research and demonstration grant (13-P-57889/6-01) was funded by RSA to support the service demonstration and evaluation research.

New Options presents certain information, skill training, and experiences to facilitate an individual's

behavioral adaptation and personal adjustment to severe physical disability. The program is a six week live-in program composed of three primary elements: (1) a residential support system, (2) individual counseling and consultation, and (3) training, practice, and information modules.

The residential support system includes attendant service, food service, and transportation service. Participants in the New Options program live in the TIRR Maximum Independence Center where nonprofessional attendant care is provided 24 hours a day on a shared basis. Meals are prepared by a kitchen staff in the facility. The project owns and operates a van-type vehicle suitable for transporting seven persons in wheelchairs at one time. The residential support system at New Options is patterned after the system developed in the Cooperative Living Project.

Individual counseling and consultation at New Options is provided primarily by a full time professional staff which includes the Project Director, Research Director, Personal Independence Counselor, and Functional Skills Advisor. Other individual counseling is done by consulting physicians, vocational counselors, occupational therapists, and handicapped persons active in the community. Counseling is directed toward solving specific individual problems, validating experiences and identifying needs.

The key element of New Options is the training module. Presently there are eleven such modules:

1. Financial management
2. Consumer affairs
3. Living arrangements
4. Functional skills
5. Mobility
6. Sexuality
7. Home-making skills
8. Vocational opportunities
9. Educational opportunities
10. Medical needs, and
11. Social skills

The basic responsibility for planning and arranging each module is divided among the professional staff in the project. Disabled persons who can serve as role models are employed as associates to assist with each module. In some cases, these associates assume almost total responsiblity for the operation of their respective module. Each subject module generally meets one time per week for a period of two to four hours.

A number of educational techniques, mostly of an experiential nature, are used in each module to transmit information. Field trips are used extensively to provide opportunities for participants to observe various living arrangements, vocational and educational programs, recreational facilities, and so forth. Visits are made to agency offices, job sites, university campuses, apartment complexes, and private residences. Meetings are arranged with public officials, agency representatives, building managers, program administrators, and handicapped persons active in the community.

Considerable free time is programmed into the schedule so that participants may explore the community on their own, practice activities individually, complete personal agendas, or do whatever they want. Participants frequently use free time to run personal errands, socialize, and engage in recreational activities.

Seventy-five people have participated in the New Options program thus far. Most of these individuals were living in nursing homes or with their parents before they entered the program. Only a few of them had tried to work or go to school. Almost half of the former participants are now living more independently and more than half of them are working or going to school.

In spite of many fine rehabilitation facilities and progressive housing and attendant care programs, the greatest barriers to independent living by severely disabled persons in the Houston area are the lack of comprehensive community-based service programs and the absence of sufficient numbers of barrier-free units. The Coalition for Barrier Free Living (CBFL), a local disabled rights advocacy organization, is presently attempting to alleviate these problems by encouraging and assisting in the development of new programs in the areas of transportation, attendant care, job placement, housing, barrier removal, and information sharing.

CBFL recently proposed and was granted authority by the City of Houston Community Development Division to build a Center for the Handicapped. The project was awarded a three million dollar grant from the U.S. Department of Housing and Urban Development. This Center will be managed by a Board composed primarily of disabled

individuals appointed by the CBFL. The facility will house a completely accessible gymnasium and swimming pool, a specially adapted auditorium, equipment repair areas, meeting rooms, classrooms, and office space. Services offered through the Center will include:

1. Attandant referral and training
2. Financial and legal advocacy
3. Peer counseling
4. Identification and modification of apartments and houses
5. Transportation information and referral
6. Public education programs

All of these services should enhance the feasibility of independent living by severely disabled individuals in the community.

Several interesting conclusions may be drawn from the Houston experience. There is no doubt that well conceived and well managed service programs can provide the support required for independent living. It appears that a broad range of independent living services must be provided to meet the needs of persons with varying degrees of severe disability. Programs must be flexible enough to evolve as the environment and the needs of the disabled community change. Programs should be planned and managed with substantial involvement of disabled individuals in order to maintain self-determination. Independent living programs need to be community-based and comparatively noninstitutional to avoid paternalism and encourage integration.

As a result of independent living programs, many severely disabled people in Houston and elsewhere are living independent and productive lives. The need for more programs providing attendant care, transportation and housing is critical. Without these additional programs and the funding needed to support them, independent living will remain only a dream for thousands of people confined to nursing homes or living with their parents.

A MODEL FOR PEER COUNSELING WITH DISABLED STUDENTS

Margaret Kocher, University of Massachusetts, Boston

ABSTRACT

Peer Counseling is an effective approach to meeting many needs of disabled students. Those who have lived with a physical disability have valuable information and resources for others facing similar problems. This paper describes a basic model of Peer Counseling Training, a history of peer counseling groups at the University of Massachusetts, Boston (UMB), and goals and techniques used in the training.

INTRODUCTION

Peer Counseling can be used to meet many of the counseling needs of disabled college students. Where there are a few disabled students attending a school, peer counseling may be implemented on a small scale. With appropriate supervision, the students can begin to share problems and resources effectively and to counsel each other. In a larger program where there are 20 or more disabled students, a more formalized structure of Peer Counseling Training may be approriate.

I define peer counseling simply as counseling that is done by peers. In this context, the peer group includes all disabled college students. However, by expanding this definition to include those who are interested and who work with the students as readers, volunteers, work study students, attendants, and counseling interns, a more coherent counseling approach of all staff is assured. Counseling, in its broadest sense, includes informal information sharing, topic groups dealing with skill building or advocacy, and more formal personal growth and counseling skills training groups.

An overview of a model for Peer Counseling Training will be followed by a narrative history of the groups at UMB, a section describing techniques, and a conclusion.

BASIC MODEL

The basic model of Peer Counseling Training addresses two needs. Time is allowed for each participant to:

1. receive counseling time and
2. learn and practice counseling skills.

The group of eight-ten members meets with the group leader once a week for a two-three hour class continuing for 10-12 weeks. Class time is divided into theory and technique presentations, demonstrations, and work in pairs or small groups. During the week each group member meets with a partner from the class to counsel for two hours. For one hour you counsel your partner, the second hour your partner counsels you. This insures the peer aspect of the counseling relationship. Supervision of the counseling pairs is provided by the group leader.

The one on one counseling sessions give counseling time and counseling practice to individuals and, in addition, increase trust and contact between individuals. The sessions give people a chance to get to know each other and to begin to care about each other. This assists in developing group caring, trust, and solidarity. Group members are encouraged to work with everyone else in the group some time during the class and to pair up with one person consistently for the longer two hour counseling times outside the group.

This model trains peers to counsel each other. Another popular type of peer counseling trains peers to counsel others. The one-way approach can be useful, for example, in training disabled people to enter a hospital setting to counsel newly disabled people. The two-way approach is the one discussed here.

HISTORY

Peer Counseling Training Groups were begun at the Disabled Student Center at UMB to meet a need for a wide range of counseling services. Among other needs, the disabled students were asking for vocational and academic counseling, personal counseling, information, social interaction and tips on making friends,

counseling training, and ways to deal specifically with issues related to disability.

Besides myself, there was one other full-time staff person responsible for all the direct support services for approximately 70 disabled students. The students constantly looked to us for answers, shared their stories and problems with us, and thought we were the experts. I was frustrated by the amount of time needed to deal with each student individually and by the lack of adequate counseling services in the University for referral. I decided it was time that the students use each other as counselors and begin to value themselves and each other as information and resource people.

In Spring, 1977, I started the first Peer Counseling Training Group. Upperclass Sociology and Psychology majors interested in counseling joined the group. For them it was an opportunity for a counseling practicum in welcome contrast to their classes which were mainly theoretical. They wanted to learn counseling skills and have time and attention to deal with some of their individual problems.

There were six students in this group and, by chance, five of them were visually disabled. Because of this we continually addressed what eye contact means for blind counselors and how to pick up on the so-called visual cues. We focused on the vital information about clients communicated by hesitations in speech, and variations in tone and volume.

In the summer, there was cross-disability representation in the group. Four blind students, four wheelchair users, two students with mobility disabilities, and four able-bodied students joined. Time was spent learning from each other about our real physical limitations stretching our imagined limitations. One important issue dealt with how to touch and reach out to a client if you are a quad and have no use of your arms. Individual styles developed using eyes, head, voice, and words together to communicate closeness and safety. Wheelchairs prevented closeness. By removing the arm rests and foot rests from the chairs or by helping clients transfer to the couch, it was much easier to be close.

In Fall and Spring, 77-78, there were two groups each semester of eight to ten people each. I personally had to stretch my idea of what a counselor must be when two students who are quadriplegic due to cerebral palsy and have very limited speech were interested in joining. What does counseling mean when you can understand only part of your counseling partner's speech? Since I believe that each of us, with appropriate training, can be effective counselors for others, they joined the group. I used the group from the beginning to help me. When either of the students was speaking I repeated their words and other group members filled in what I didn't understand. These two students also were allowed extra time in sessions and demonstrations because their speech was slower. My idea of counseling has been permanently expanded. Speaking is not the critical factor of counseling. It is the attention and total communication that two people can learn to give to each other.

One of the things I constantly enjoyed about the groups was the confusion that was disability related. Keeping the guide dogs from counseling each other in the corner, watching two blind students find each other unaided and then find a place to counsel, making room for the wheelchairs in the circle, taking time for wheelchair users to transfer to the couch, removing arm and foot rests, and, if ambulatory disabled, hugging without knocking each other over. All of these made me feel we were sharing on a very real level.

In every circumstance when a physical limitation became an issue we discussed it and experimented until a solution was found. The cross disability membership of the groups and the cross-ability, including the able-bodied, offered a broad perspective on what it means to be disabled, offered resources and information, and broke down barriers. The disabled participants learned they had more in common with the ablebodied participants than they had imagined.

Those who have participated in the groups include individuals with multiple sclerosis, cerebral palsy, paraplegia, quadriplegia, mobility disabilities, stroke and sight disabilities. There has not been a deaf participant, but there could be with the inclusion of an interpreter.

The basic Peer Counseling Training model described is very flexible in meeting a wide range of needs. These stories reveal some of the flexibility of the model:

1. A group member shared how he became a quad in a swimming accident. His moving story left us all speechless. He raised the questions that we all felt. The depth of grappling closely with death, and the slow realization of his loss were common issues. The counseling pairs gave each of us time to share our own reactions and feelings.

2. A disabled man brought up the issue of his relationship with an ablebodied woman. He could not believe her when she told him that his disability was not the overwhelming issue he expected it to be. Because of the makeup of the group every possible perspective was available, i.e., a disabled man married to a disabled woman, an ablebodied woman dating a disabled man, etc. After hearing from everyone what was essential to their relationships he could begin to believe that she really cared about him.

3. A disabled man with a very low self image got a coke for another student upon my request. Days later in the group he shared how important it was to him that I saw him as an able person, by asking him to go for the coke. It was hard to believe his self image was so low. Whenever possible I now give him increasing responsibility and support.

4. Almost every disabled person I know has grappled with the guilt feelings that somehow they deserved to become disabled. Sharing this with others and seeing it in others begins the process of understanding the guilt as a common rather than an individual reaction. It is easier then to see that the guilt comes from the negative way disability is viewed by most of society.

In the past year I have seen tremendous growth in the students in taking increasing responsibility for themselves and others. This has expanded beyond the university. Students have taken active stands advocating their rights to access to public facilities, they have done independent projects developing access guides and reporting architectural barriers, they have spoken at meetings on the needs of disabled people.

This increased interest in advocacy and social action derives from the counseling experience. As individuals resolve personal issues, energy is released that can be directed elsewhere. As individuals appreciate themselves and are appreciated and supported, they realize they are worth the fight. They direct their newly found energies toward making changes in the environment and in people.

TECHNIQUES

A broad range of techniques are used in the counseling class. Some of these include:

1. Listening. In pairs, the counselor listens and gives full attention in a relaxed manner for five minutes each way.

2. Making contact. In pairs, the group practices eye contact, touching in a supportive relaxed way, holding hands when counseling.

3. Introductions. Each participant stands before the group, with the leader asking questions about his/her life, interests and goals, while all listen with good attention.

4. Defining Counselor's Role. Learning to be supportive and appreciative, to follow the client, believing the client knows what she/he needs to do, to listen, to encourage sharing of feelings and emotions including crying, shaking, anger, and laughing are part of this technique.

5. Sharing Story of Disability. Each member tells the group or a counselor what it's been like to be disabled, when and how it happened, and current feelings about it.

6. Demonstrations. The group leader works with individuals in front of the group on issues then talks about different techniques that would help the client. This is often followed by pairs working together on similar issues.

7. Discussing the Don'ts. As a counselor, it is usually not helpful to give advice, to give suggestions, or try to solve the client's problems. It is important not to let the client's troubles bother you and not to take up the client's time with your own stories.

8. Self-Appreciation. In pairs, tell your counselor what you appreciate about yourself (five minutes each way). This is very hard to do and it brings up the areas where clients do not feel very positive about themselves. The counselor makes sure the client is totally appreciative.

9. Setting Directions/Goals. Asking the client to define a goal or a new direction in dealing with a difficult recurring problem is a part of this technique.

10. Counseling Pairs. Participants meet outside the group and coun-

sel each other one hour each way once a week.

11. Supervision. The group leader is available to assist counseling pairs when they have difficulty counseling each other. Often difficulty arises when issues are shared by both members of the counseling pair.

12. Coaching. When two peer counselors are working together, it is helpful for the group leader to coach the counselor on the spot, supporting what is done well and offering suggestions of counseling techniques.

13. Light Techniques. When an issue is very difficult to talk about, it can be helpful to talk about it very lightly.

14. Scanning. Practice is given in going over your past telling of all the times a certain feeling or situation has occurred and recognizing the pattern.

15. Role Play. Often to help a client it is helpful to play a role. The counselor acts like a person who the client has described or recreates a situation that is difficult for the client to handle.

16. Body Appreciation. It is especially important for disabled people to talk about what they like about their bodies and to consider the part of their body they like least and find something they like about it.

17. Role Models. Thinking of people who have successfully solved the problems being raised provides support in solving individual similar problems.

18. Common Issues. Recognizing common issues that are emphasized by the presence of a disability and helping the client see the connection begins the process of resolution. Some of these issues include: sexual concerns, the need to overcompensate to prove wholeness, dependence-independence issues, feelings of guilt for being disabled, severe isolation and loneliness, need for external validation, powerlessness, worthlessness, and childlike feelings.

These techniques are discussed and practiced during class time. The group members use them, when appropriate, in their two hour peer counseling sessions. In addition to the techniques, a warm, safe, supportive group atmosphere maximizes the development of trust and effective counseling between group members.

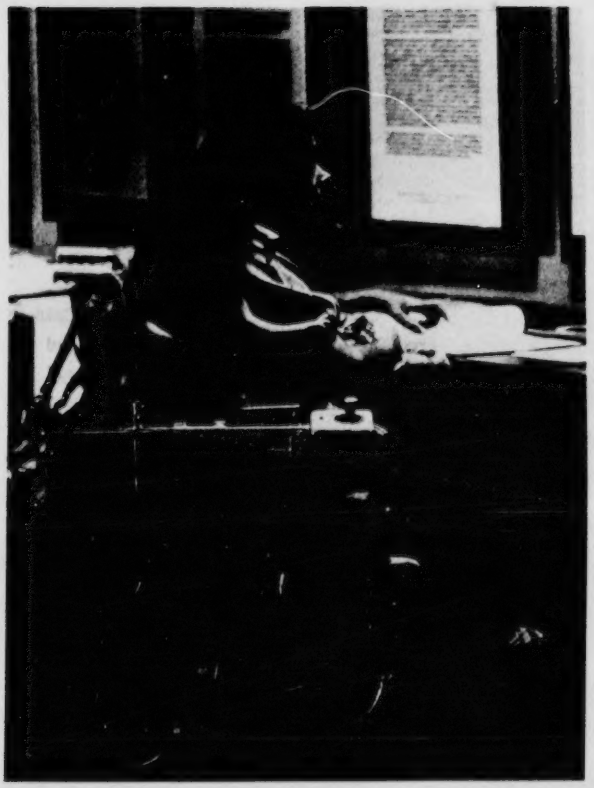
CONCLUSION

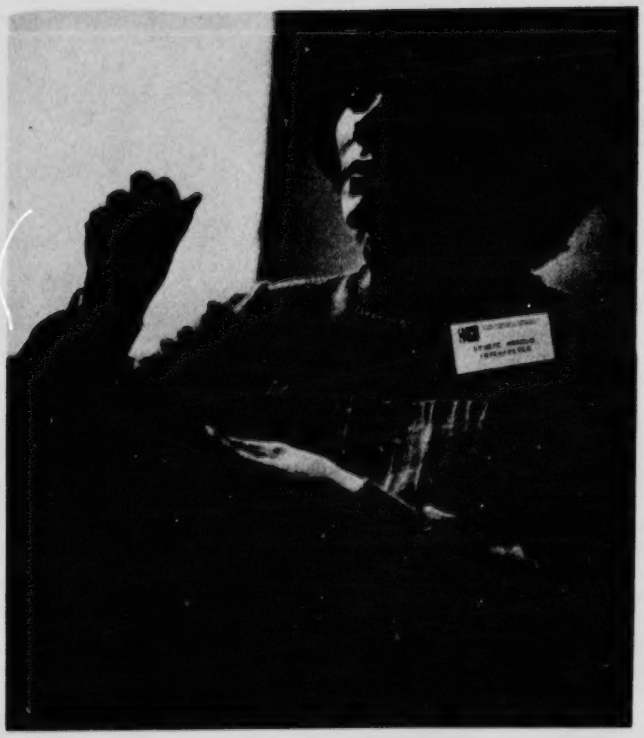
If you are beginning to meet counseling needs through peer counseling, it is easiest to start with a small group of disabled students, these students should have a good sense of themselves and be able to offer strong support to each other and to you. Emphasize and expect openness, trust and support by providing a good role model in your approach to the students and the group.

This Peer Counseling Training model is highly adaptable. It can be applied to any group counseling setting. Training and using peers as counselors magnifies the effect a counselor can have immediately while reinforcing the value of each individual's experience and participation.

In every area of life, a person who has lived through an experience has valuable information for others facing similar problems. Those who have lived with a physical disability or chronic disease are a valuable resource and can assist in addressing and dealing with all aspects of disabling conditions.

Academic Services





LEARNING DISABILITIES: A CAPSULIZED REPORT

Laurel Best, Cypress College

ABSTRACT

This paper discusses the definition of a learning disabled individual and how this definition relates to diagnosis. Also discussed is a "program that works." This program is offered at a post-secondary educational institution.

DEFINITION

The term learning disabled applies to an individual who has difficulty in understanding or using language. When an individual does not have the skills needed for communication, either verbal or nonverbal, it is very difficult to adapt and succeed in a normal living pattern.

DIAGNOSIS

Often the learning disabled person is misdiagnosed as lazy or mentally retarded. Actually they are of normal or above-normal intelligence. They are not necessarily lazy, but have developed a failure complex. They fail in areas in which they could succeed. They have conditions which relate to perceptual handicaps such as brain injury, dyslexia, developmental aphasia, hyperactivity or related conditions. Many times their emotional instability interferes with their capability to learn and succeed. They are easily distracted and impulsive thereby getting themselves into very unacceptable situations. Learning disabilities can exhibit themselves through: poor listening, thinking, talking, reading, writing, spelling and arithmetic skills. This can and does cause social and personal maladjustment. The person sees himself as far less capable than he actually is; she/he therefore achieves at a far lower level than true potential.

A PROGRAM THAT WORKS

Currently Cypress College is offering a course in Career Preparation for the learning disabled. The purpose of this program is to assist the learning disabled person in developing vocational and social skills which will enhance their ability to function in society in both the occupational and social context.

The learning disabled students become involved in our program by cooperative agreement through referral agencies. These agencies include Rehabilitation, Regional Center of Orange County, Speech and Language Development Center, Probation Department of Orange County, Secondary Schools and Teaching and Counseling staff at Cypress College.

INDIVIDUAL EDUCATION PLAN

Upon entering the program an individual education plan is developed. This is accomplished by identifying and utilizing areas of strength to minimize areas of weakness. Goals are identified. Information from referring agencies, discussion with the student and the learning disability specialist will be used in developing these goals. This information includes: educational and social histories, a psychologist's report, and a medical history. The goals developed include: behavioral goals, life management goals, career goals, and academic goals. These goals and objectives are approached in a manner which show positive understanding and reinforcement of the student. Attention is focussed on what the student can do, not what he cannot do.

Curriculum includes: socialization skills, self-concept training, personal grooming and hygiene, budget and life management, job application and interview techniques, communication skills, basic academics and remediation, diagnostic workup, career exploration, work experience and job preparation. Techniques used are role playing, task completion, small group activity, individual tutoring, value clarification and modeling. The program uses guest speakers, community resources, Cypress College Career Center, Financial Aid Center, Tutorial Program and the Learning Laboratory.

EVALUATION

An evaluation process is another

segment of the program. Observation and pre and post testing are the primary means of evaluation. Task completion is used to seek evidence of acquired skill and a checklist is kept to document the progress and completion of each task. The pre and post test techniques are also used with student progress. Progress is formally evaluated on a monthly basis -- using progress to the goals outlined in the students individual education plan.

GOALS

The major goals of this program are to teach the disabled adult how to prepare for and obtain meaningful employment. Success and positive feelings of self-worth are essential in working toward these goals. Given adequate means to acquire the skills for survival, the learning disabled student may compete with self-confidence and become a total person with successful social, personal and vocational skills.

SUMMARY

Cypress College, along with other post-secondary institutions in California have taken a progressive step toward securing the rights of handicapped individuals on their campuses. Experience indicates success of a program is based on program support by school staff and the community at large, awareness of what the program offers, who is served, and why. Defining and clearing up misconceptions readily leads to a greater awareness and support of these programs.

LEARNING DISABILITIES: POPULAR FALLACIES AND AN ALTERNATIVE VIEW

Steven R. Wallace, Chaffey Community College District

ABSTRACT

Popular misconceptions regarding the field of learning disabilities are examined from an empirical and practical perspective. It is concluded that the assumptions are generally invalid and potentially detrimental to the lives and learning of individuals with learning disabilities. An alternative view which emphasizes a maturational lag and selective attention deficit approach to learning disabilities is presented.

POPULAR FALLACIES & AN ALTERNATIVE VIEW

Individuals with learning disabilities (LD) represent perhaps the most enigmatic challenge faced by modern education. Contradictory theories of etiology, insufficient and inconclusive research, as well as a general failure to establish a broadly accepted definition of LD have militated against major advances in the discipline. Remedial approaches are seldom founded upon solid empirical evidence and are, consequently, unpredictable in their efforts upon a given LD student. The resulting technical ambiguity is disconcerting for professionals and intolerable to consumers.

Over the course of the past few decades certain widely held attitudes regarding the nature and treatment of LD have developed in the absence of an accurate conception of the disorder. These attitudes constitute a folklore of LD shared by professionals and consumers alike to the extent that vastly overgeneralized "identities" of LD have emerged. Consequently learning disability has come to mean neurological dysfunction to some, perceptual disorders to others, and inadequate sensory integration to still others. The attitudinal and behavioral manifestations of such assumptions can be extremely detrimental to the lives and learning of those labeled LD. Let us look critically, therefore, at the validity of these assertions.

Learning Disabilities is Synonymous with Neurological Dysfunction

The contention that learning disabilities are invariably related to brain damage or "minimal brain dysfunction" (MBD) has no basis in fact. Positive neurological findings appear in individuals with no deficits in learning, just as neurological findings are frequently negative in individuals with learning problems (Johnson & Myklebust, 1967).

In drawing conclusions from research, Bush & Waugh (1976) state that " . . . academic or perceptual deficits may be related to a lag in development of normal organization of brain-behavior relationships" as opposed to organic pathology. Quiros & Schrager (1978) argue that "it is impossible to find any 'brain dysfunctioning' . . . which does not interact with the environment" emphasizing the inadequacy of the neurological dysfunction view, even in cases of verified brain disorder.

Historically, the neurological orientation in LD can be traced to Goldstein, who worked with brain injured soldiers following World War I. Similarities in characteristics between injured soldiers and some LD students certainly do not establish common causality. Nevertheless, implicit or explicit assumptions of brain pathology in learning disabilities have seldom been challenged.

Finally, the attribution of neurological dysfunction in LD has been described as the "futile assumption" (Ross, 1977) on the basis that "there is nothing we do differently for a LD child when we make assumptions about brain damage . . . the assumption contributes nothing of value."

Most LD's Suffer from Dyslexia

Judicious utilization of the "lexias", particularly dyslexia, shrouds the practitioner with an aura of formidable intellect and diagnostic omniscience. Unfortunately, such terms could hardly be less meaningful from an instructional perspective.

Dyslexia, in all of its pseudomedical glory, carries the implication that it is a qualitatively different condition from a regular old garden variety reading problem. It is not. They are one and the same. In over 80 years of study about dyslexia, more than 20,000 books, articles and papers have been published on the subject, seeking evidence of medical symptomology and neurological etiology (Lerner, 1975). These efforts have been so unsuccessful that dyslexia has recently been described as "a label in search of a disease" (Cohen, 1972).

Perceptual Disorders Underlie LD

While some LD students do evidence perceptual distortions, deviations, and confusions, perceptual disorders are not a defining characteristic of the LD population. In summarizing a large body of pertinent research, Bryan (1975) concludes that, in general, learning disabled children "do not show faulty visual perception" and "do not appear to have . . . simple auditory perceptual or auditory discrimination problems."

LD Students Learn Best If Taught Through Their Strong Modality

The concept of learning modality preference as an instructional inroad, while intuitively plausible, has not held up under empirical scrutiny. Arter & Jenkins (1977) and Tarver & Dawson (1978) reviewed 21 studies of the interaction between modality preference and instructional methodology conducted since 1965. Only two of the studies reviewed indicated potential benefits of modality/instructional mode matching.

Stimulant Drugs and Megavitamins Facilitate Learnig in LD Students

A conservative National Institute of Mental Health (NIMH) estimate of the number of students being given stimulant drugs as a treatment for learning and behavior problems exceeds 200,000. The efficacy of this approach was called into serious question in a massive investigation by Aldeman & Compos in 1977. Subsequent to reviewing more than 100 studies relevant to stimulant drugs and learning they concluded that "complex behavior such as reasoning, problem solving and socioemotional functioning, do not seem to be affected."

Megavitamin therapy for learning disorders fares no better than stimulant drugs in the recent literature. Noted authority John R. Kershner (1978) assaulted the orthomolecular approach with the assertion that "the theoretical arguments put forward for such a treatment are unconvincing, based on questionable logic and wholly unsupported by experimental findings."

LD is Actually Non-Integration of the Sensory and Motor Systems

The sensory-motor integrationists (Ayers, Kephart & their ilk) would have us believe that learning disabilities are due to faulty integrative mechanisms in the brain stem which misdirect sensory stimuli. It has never been shown, however, that individuals with learning disabilities have anything demonstrably wrong with their brain stems (Sieben, 1977). Further, just exactly how sensory motor training is supposed to establish the proper neural connections remains a virtual mystery (not to mention an extreme neuroanatomical unlikelihood). The controversy, however, is effectively mooted by the lack of convincing evidence that sensory motor training generalizes to academic skills (Silver, 1975).

Essentially, the prominent assumptions regarding learning disabilities are empirically invalid. Interactions with LD students which are influenced by such assumptions are very likely to be off target and ineffective.

AN ALTERNATIVE VIEW

A clearer understanding of LD is achieved when we dichotomize the disability into two generic categories: primary and secondary learning disabilities. Primary learing disabilities are disturbances in the learning process of a relatively intact individual. Secondary learning disabilities result from disturbances of physiological systems such as maturational delays, biochemical imbalances, disease, genetic deviations and neurological damage or dysfunction.

Primary learning disabilities comprise about 95 percent of the learning disabilities encountered in a college population. While the original etiology of the disability may have been secondary, there are usually not any residual physiological problems in the LD adult. Primary learning disabilities at all ages are due to inadequate selective attention and suboptimal utilization of storage and re-

trieval mechanisms in memory. (Quiros & Schrager, 1978; Ross, 1977; Tarver, et al, 1976).

Primary LD's acquire an enormous amount of knowledge as evidenced by their average or above "G" factor intelligence. Too often, however, they learn things other than what we, as educators, expect them to (Algozire & Sutherland, 1977). The term "learning deviant" may be far more appropriate than "learning disabled". Primary learning disabilities may, therefore, be the result of adopting an atypical style of learning (Bush & Waugh, 1976) which is occasionally maladaptive, inefficient and self-limiting.

Most individuals with primary learning disabilities progress through the following developmental sequence:

a. The LD child is born with some degree of predisposition for learning problems.

b. For any number of reasons, but most frequently maturational lag, the LD child is unable to sustain his or her attention to tasks as long as, and therefore to master fundamentals as quickly as, their age mates. In addition, the learning environment is often unstimulating and structured, in opposition to the child's tendencies.

c. Performance discrepancies between the LD child and the other children widen progressively. Modified instructional approaches are not initiated. The child falls further and further behind, acquiring a reputation as a slow learner, dull, or lazy student.

d. The LD child is bombarded with negative feedback regarding his/her competency as a learner. A natural aversion to learning develops, causing avoidance and exacerbation of selective attention problms. The child seeks gratification and nuturing outside of the learning environment.

e. The LD child is placed in a special program with significantly diminished social status and expectations for learning.

f. The original (maturational) problem abates, but after the child has developed a deeply entrenched identity as a non-learner. Self-concept and motivation are exceedingly poor. The vicious cycle of failure has begun and continues to reaffirm inadequacies.

I sincerely hope that it is apparent to the reader at this point that single faceted conceptions of learning disabilities, particularly those with a medical or disease model foundation, are largely inaccurate and misleading. The insidious notion of permanency implied by such attitudes is wholely unwarranted. Learning disabled individuals can and do respond positively to properly designed educational intervention. The prejudices, stereotypes and mysticism surrounding the field of learning disabilities will dissolve as a new identity for LD takes hold. Ideally, the new identity will project learning disabilities as a complex but surmountable problem of individual differences in learning.

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COLLEGE BIOLOGY FOR THE BLIND

Dorothy Tombaugh, Euclid School System

ABSTRACT

The author shows that mainstreaming visually impaired college students in biology presents no major problems. Techniques for orienting the student in the classroom and laboratory are given. Hints for teaching and testing techniques are included. As an alternate to microscopes, the technique of braille paintings is described.

BIOLOGY FOR THE VISUALLY HANDICAPPED COLLEGE STUDENT

Mainstreaming visually impaired college students in biology presents no major problems. All that is required for success is a few improved techniques which benefit both sighted and non-sighted, consideration on the part of all and a sense of team participation. There is little need for expensive additional equipment. Most needs can be met by modification of existing equipment. Additional items can be readily made by instructors, aides and fellow students.

The ability to use a microscope is not a necessity to produce understanding and appreciation of the biological material presented. The use of student teams provides the handicapped an opportunity to be active partners in every investigation. When a sighted and non-sighted student are partners, learning is not impaired when one furnishes verbal accounts and line drawings of his observations while the other reports on gleanings from his readings.

LABORATORY ORIENTATION

The visually handicapped need an orientation in the classroom and laboratory preferably before the first class. Time is needed to acquaint them with the collections, models and equipment easily visible in the glass doored cabinets. The aid of the blind should be enlisted to make any changes in the laboratory needed to enable them to work independently as well as with a partner. They can prepare braille labels for bottles of chemicals. They can braille tags for equipment and labels for shelves. A suitable area should be reserved for storage of materials reserved for the use of the visually handicapped.

CLASSROOM ORIENTATION

Seating arrangements in the classroom may be of importance to the blind student. If friends guide him, a seat with them will be helpful. A tape recorder will register better if it is near the front of the room. If other seating is preferred, the tape recorder sometimes can be left on the lecture table.

It is important for the blind students to take tests at the same time as the rest of the class rather than be expected to come at odd hours for individualized exams. Most blind students can print well enough to make a list of numbers with letters or words beside them to answer objective questions. These tests can be put on tape to which the blind listen with earphones in the same room as the rest of the class. Semester examinations are prepared in braille for those who so prefer. A blind student can make a set of braille numerals and letters to be used in recording grades on tests. The braille grade is cut out and taped to the blue book.

The instructor who frequently uses the blackboard or overhead projector does not neglect the blind student if he gives him a cutout or raised line sketch of the form being presented. If material is presented orally as it is written on the board, the students, both sighted and non-sighted will benefit.

MOVIES

Any hesitancy regarding the value of showing movies to visually handicapped students was dispelled when it was learned one of them could operate a projector and give a resume of films seen in previous years. Incidently, he is now a college graduate, a licensed radio engineer and is program director for a radio station.

LABORATORY REPORTS

The same caliber laboratory report is expected from the visually handicapped as from the sighted. Drawings can be done on braille paper by the blind to show a composite of information gained from the observations of the sighted. The report is expected to be typed, include tables of data, graphs and any other item required by the sighted. Labels for the drawings are made by inserting a sheet of self adhesive labels into the typewriter and then into the braille slate. Calculations can be quickly done on the abacus or on the new talking calculator. Typing them on the report takes skill, but it can be done.

LABORATORY SKILLS

A balance with a taped midpoint should be kept in a convenient location. The visually handicapped students quickly become proficient in the use of the centigram balance. Becoming adept at weighing enables the visually handicapped to make a contribution to the work of their laboratory group. Grooves at each unit of the balance make it easy to count the units. When a balance has no grooves, the braille ruler can be calibrated with the units on the beam to establish an individualized scale.

Volumes of water are accurately acquired by weighing. Volumes of other liquids can also be weighed if the density is considered. Quantities of liquids can be drawn into a plastic syringe whose barrel is knotched to indicate the amount. Plastic beakers and graduates which have ridges and grooves can be used to deliver approximate amounts of liquids.

The kitchen timer and the student's braille watch enable them to time experiments involving several minutes. For experiments needing a short duration a metronome can be set to beat every second. The most precise timing device is the big laboratory timer. Elmer's glue can be used to make raised marks in the margin beyond the dial.

LABORATORY DANGERS

There is concern by many about the danger of having a blind student in a science laboratory. But most of them have had a number of years of taking care of themselves. Bruises hurt so some try to avoid them. Cuts are unpleasant so when sensors reach a certain point, they retreat. They are not apt to spill bottles of chemicals because they have had to learn to be cautious daily to avoid spilling at the dinner table.

ALTERNATE TO MICROSCOPES

Braille paintings were necessitated by the extensive use of prepared slides in some biology units, the organisms studied in microbiology and the many sketches in the text not included in the braille edition. A pencil sketch on cardboard or canvas is traced with Elmer's glue. Line width is varied with string and rope additions to the glue. Seeds, toothpicks, hair, buttons and elastic are used to represent cellular inclusions. With scientific accuracy, the main goal in producing these paintings, the laboratory assistants found they could produce four or five an hour.

When plastic models from biological supply houses are available they are good teaching aids. The American Printing House for the Blind has some excellent biological models of material often presented on prepared slides. There is not yet enough variety to meet the needs of college courses so braille paintings will continue to be necessary.

The Sewell board is used extensively as the members of the laboratory team convey their observations in line drawings to the blind. The Sewell board is a 3/8" piece of rubber sheeting on which braille paper is placed. Drawings are made with a variety of tips on tools to produce an assortment of line widths. Pressing with these tools on the heavy paper on a soft surface produces a raised line drawing.

The jello amoeba mimics the colloidal flow of cytoplasm in a cell. To a package of jello mixed with boiling water grapes, walnuts, raisins and cooked spaghetti are added to represent cellular inclusions. This is poured into a plastic bag and sealed. Paper clips and string direct the flow of the jello into pseudopods as the bag cools on a pan in a bed of ice. Sol gel transformation can be simulated with alternating hot water bags and ice caps to the jello amoeba.

DIFFUSION

The experiments on diffusion

were particularly enjoyed by the blind as now they could function with independence. Weighed membrane tubes containing a series of molasses solutions are immersed in beakers of water. They are weighed at intervals to provide equilibrium data.

The investigation involving the determination of water potential of beet tissue can also be done readily. The preparation of solutions of varing molarity, weighing and measuring of plant tissue can be done unaided.

BACTERIOLOGY

The techniques used in bacteriology are learned using the green algae Chlorella. This is harmless to touch and to eat so the blind student can touch the culture to discover if the colonies are present. The algae is grown on a minimal medium lacking glucose and beef extract to minimize danger of pathogenic opportunists contaminating the culture. This modification was first done for visually handicapped students but since has been continued for all students. Warmth from the Bunsen burner guides the hand in flaming the inoculating loop. Streaking a Petri dish presents no problems after a trial run where everything can be touched without care for sterility. Chlorella can be grown in large flasks and measured quantitatively by filtering and weighing. It is more accurate to evaluate the growth of the algae by measuring the density of the broth with a B and L spectrophotometer. This now necessitates a lab partner taking the readings on the instrument. There are suggestions for reading it with a VTVM audio signal. It is also possible to remove the glass from the dial to read it manually.

ANIMALS

The study of animals such as hydra and planaria require the same considerations as do protozoa. Braille paintings, sketches on the Sewell board plus the visual observations of friends combined with readings give the students an adequate understanding of these organisms. The disection of an earthworm is not very informative for the visually handicapped but it is worth trying and then continuing the study as with the small organisms. Lobsters are excellent invertebrates for live observation and dissection when they are not too expensive. Mealworms are well-suited for various studies. The students do not mind sifting to separate them from their food. A sensitive touch distinguishes larvae and pupae. Dissection of bullfrogs and fetal pigs present no more difficulties for a non-sighted than a sighted student. The large model of the frog is kept close for reference instead of pictures in a laboratory manual. There is as much excitement in feeling the beat of a live frog's heart, touching an inflated lung and feeling peristalisis as there is in seeing these things. If questions arise in the dissection of the fetal pig, the diagram or picture in the laboratory manual is traced on the Sewell board.

Tests have shown blind students to be able to succeed scholastically and to be able to master all concepts in biology. We find that blind students working in teams with sighted students learn biology adequately in a standard setting without requiring drastic changes in laboratory procedure.

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CAREERS IN SCIENCE FOR DISABLED PERSONS AND THE NATIONAL SCIENCE FOUNDATION

Robert Rehwoldt, Ph.D., National Science Foundation
Judith Alexander Samoff, Marist College

ABSTRACT

Science education for the handicapped is a phrase which is very much in vogue currently, however, there is a need for greater clarity of definition and purpose. Unless we have a feel for the implications and restrictions that are associated with the phrase, it becomes just rhetoric.

There is no doubt that every individual despite a mental or physical handicap can benefit by exposure to good, solid basic science. To deprive them of that would be to deprive them of a means to better understand and improve their lives. This is true not only in our Western technological society but in any sociological subset, no matter how primitive by our standards. This need for exposure or science literacy should not, however, be confused with the problems associated with handicapped individuals pursuing careers in science.

Science literacy, or the lack of science literacy, is a phenomenon endemic to our society. It is indeed odd that the world's most technologically and scientifically advanced society cannot present science in such a way as to create interest and not confusion. One of the interesting spin-offs of a concern that the handicapped be exposed to a science education equal to that of the able bodied is the chance that the quality of introductory science education may improve.

When one considers the area of careers in science and science education for the handicapped, however, we must look more closely at the target group and the desired outcomes.

Science is predominantly a mental occupation and presupposes a certain mental acuity and genuine interest. It cannot be regarded as a career for individuals who fall into the general categories of mental retardation or learning disabled. In addition, a science career would be an inappropriate suggestion for those individuals who are not strongly motivated. This is not to say that these individuals would be unable to understand some basic scientific concepts or perform some menial task in a science atmosphere, but rather that such activities could not be considered as a science career.

The majority of physically handicapped individuals do not fall into the first category; however, one must assume that motivational problems are common in any group of individuals. Therefore, when considering the problem of facilitating handicapped science education for career goals, the target group should be physically handicapped individuals who are still in the educational system, who have dismissed science as a career for reasons that may not be valid, or individuals who have not yet made any career choices.

The Physically Handicapped in Science Program which is administered by the National Science Foundation is a program which attempts to reach this target group so as to increase their participation in science careers. Although it is difficult to delineate the exact reasons why people choose or do not choose a particular career, there are, I believe, two underlying weaknesses in the decision process used by handicapped individuals when they consider careers in science. They lack accurate and adequate career/handicapping condition information and many lack positive or objective experience in a science course, especially a laboratory science course.

The short film you will see describes one type of project that appears to be successful, at least initially in providng a positive science experience for handicapped young people. The project was at a residential college but not a college level experience in environmental science. It was open to persons with any handicapping condition and involved lecture, laboratory, and field experiences.

The profile of the participants is as follows:

Condition	Age	Male	Fem	Tot
Hearing Imp.	18,17,16,14	2	5	7
Visually Imp.	20,18	4	0	4
Orthopedic	18,17	1	2	3
Neurological	18,17,16	1	3	4

The program covered:

1. Hydrology of the Hudson River.
2. Water Chemistry
3. Parasitology of Hudson River Fish
4. Sampling Techniques--Water, Mud, Fish

Post project attitudinal changes are still being evaluated, however, initial student reaction was favorable.

The most difficult aspect of the program was that of recruitment of participants. Identification and contact of handicapped students through the channels of teacher, advisor, counselor was extremely nonproductive. Mass media was used to reach prospective participants.

This film describes only one of the projects developed to reach the prospective disabled scientist through the National Science Foundation (NSF).

The NSF Physically Handicapped in Science Program was established in Fiscal Year 1977. It was designed to encourage and assist physically handicapped individuals to undertake and to advance in careers in scientific research and science education. "Science" as used herein refers to the following disciplines: mathematical, physical, biological, medical (but not clinical), engineering and social sciences, and interdisciplinary fields which comprise overlapping areas of two or more sciences (e.g., biophysics, geochemistry, meteorology, and oceanography). The Foundation does not support history (except for the history of science), social work, business administration, and the practice side of the health field. With respect to the health field, occupations such as practicing physician and dentist, nurse, clinical psychologist, physical therapist, medical technologist, and X-ray technician, while they are science-related, are not regarded as science by NSF.

The Program is located administratively in the Division of Scientific Personnel Improvement, which is one of three Divisions in the Directorate for Science Education.

In Fiscal Years 1977 and 1978 a total of 23 grants were made under the Physically Handicapped in Science Program. Of these, 3 were for Conferences, 7 for Student Science Training Projects, 6 for Workshops and 7 were for studies affecting handicapped individuals.

These two years represent the initial exploratory phases of the Physically Handicapped in Science Program. The above mentioned activities resulted in a total award by the National Science Foundation of $971,205.

ACCESSIBLE RECREATION: CAN IT BE DONE

Steven L. Sellitti, De Anza College

ABSTRACT

Various surveys have been taken in order to give a better picture of the needs, feasibility of the program, and accessibility of the facilities. We have overcome many of the stumbling blocks at De Anza College, but that does not mean that we have solved all the problems. We have tried to give some in-depth material on what we consider major issues such as program development, architectural barriers and facilities, class scheduling, support programs, legislation and funding, public relations, and community fieldwork, as well as program organization and administration.

The development of a Corrective Physical Education program at De Anza College started in 1972. Areas which were discussed and explored included surveys to indicate the number of students currently enrolled at De Anza who were physically limited and surveys of the community to determine the number of people in the community we might be serving. The community survey included various organizations and institutions such as hospitals, professional organizations, convalescent homes and rehabilitation centers.

A pilot program was also initiated in the winter, spring, and summer quarters to aid in determining whether the program would be feasible. The pilot program included classes such as swimming, weight-training, archery, table tennis and ambulation training. There were approximately 15 students enrolled in the winter quarter, approximately 30 students in the spring, with over 50 students for the summer quarter.

During the summer we contacted hospitals, rehabilitation centers, nonprofit organizations and various convalescent facilities in the area and began to recruit prospective students. By the beginning of the fall quarter, 1972, we had over 80 students involved in the program.

READJUSTMENT OF ARCHITECTURAL BARRIERS AND FACILITIES

Just as the feasibility of the program had to be surveyed, so was the feasibility of the campus surveyed. Architectural barriers were inspected to determine whether the campus was accessible to physically limited students. Results of the survey instituted changes such as installation of ramps, parking zones immediately adjacent to the facilities, adjustment of bathrooms which included widening of lavatory stalls, lowering of mirrors, lowering drinking fountains, adjustment of door pressures and door sills, the reservation of lockers immediately adjacent to dressing and showering facilities, lowering of public phones, and the installation of an elevator to the pool deck.

The architectural survey led to another survey of facilities and equipment. This precipitated rounding out the weight training room, including the purchase of various items including anklet and wristlet weights, adjustable belts, two standing racks, dumbbells, various prosthetic devices, parallel bars, shoulder wheel, stationary exercycles, isokinetic units, exercise mats and work benches. For the swimming program, some of the equipment needed included weighted canes and weighted crutches, flotation belts, life jackets, and a Hoyer Lift.

The facility which proved to be our greatest problem was the pool area. Both surveys indicated that the pool was totally unapproachable to the majority of physically disabled students. To overcome the problem, we submitted a proposal to the State for matching funds to install an elevator which would meet State approval. A meeting was also called at the district level to determine the temperature of the pool. The meeting included the coaches for swimming and water polo, regular physical education swim instructors, and the Corrective Physical Education coordinator. All agreed

on a temperature ranging from 82° to 85°.

PROGRAM DESCRIPTION AT PRESENT

The Corrective Physical Education Program is currently divided into five major areas. The first area includes resistant and strengthening exercise programs which are performed mainly in the weight and gymnastic rooms. The second area includes various swim programs for a wide range of disabilities. These programs are designed and based on hydro-therapy principles, but leisure swimming is included as part of the program. The third area includes the category of wheelchair athletic activities. Programs such as table tennis, archery, basketball, trap-shooting, bowling and wheelchair games are included as part of wheelchair activities. The fourth area includes various forms of cardiovascular conditioning. This program is an individualized aerobic conditioning program for students with physical limitations. The fifth area is driver training for the physically limited. These are lecture/laboratory classes. Rules of the road, various types of hand controls, insurance, information and exams are included in the lecture. The laboratory consists of actual behind-the-wheel experience.

CLASS SCHEDULES AT PRESENT

Scheduling of hours and facilities has been a real problem for this program. Certain facilities should be scheduled during mid-day hours because of the disabled person's prime time factor. We are now scheduling as best as possible in relation to prime time consideration. Most classes are scheduled from approximately 9:30 a.m. until 3:30 p.m. with resistant, strength-building, conditioning, and swim programs scheduled in the latter half of the day.

There is a second time factor which appears to be working well and that is the evening and Saturday programs. Because of the ever increasing facility problem, we have experimented by offering various classes during the evenings and on Saturdays. The results have been very good with all classes filling the projected twenty students per class figure. Classes in the evenings include exercise and ambulation classes, wheelchair athletics, cardiovascular conditioning, and wheelchair officiating. Saturday classes are designed mainly for wheelchair athletics and driver training. With the development of these programs, we have successfully moved in four main areas; (a) regular day programs; (b) evening programs; (c) Saturday programs; and (d) summer programs.

Through experimentation we have learned that two classes of the same type should be scheduled in a row whenever possible. Scheduling classes in this manner has several advantages. First, you will have a facility scheduled for a minimum of two hours. Second, there is less time lost for equipment set-up and take-down. Third, scheduling two or more classes of the same type in a row will help in program continuity. We have also found that it is unwise to offer more than one class at the same hour, especially if the classes are exercise and swim classes. The problem here is that you will be spreading your assistant help too thin. These classes are usually the most popular with the highest enrollments and with the greatest need of assistants. We do, however, overlap in scheduling when it comes to classes such as bowling, trap-shooting, golf, and scuba diving. These classes are considerably smaller in size, thus needing less assistant help.

SUPPORT PROGRAMS AND THEIR EVALUATIONS

With over 500 students enrolled per quarter, the development of an effective Assistant Program was needed. To fill this need, we created a three-unit lecture/laboratory training class entitled "Theory of Special Physical Education." There are now over 20 students enrolled in the training program, with the enrollment expected to increase as the class becomes better known and the Corrective Physical Education Program grows.

A second support program has been developed with the various paramedical departments here at the College. These students may enroll for credit through F & R Physical Education Assist, PE 62 B, C, D, E, F and may receive credit for assisting in the Corrective Physical Education program. A third area of support comes from the area of community fieldwork, in which students may receive credit through practical

experience in working with a disabled person. A fourth area in which assistants are drawn is from the graduate program in corrective therapy through San Jose State University. We have designed a graduate affiliate program whereby graduate students in corrective therapy may complete part of their clinical training through the corrective therapy program at De Anza. The fifth support program developed was the Water Safety Instructor's Training Program (PE 63 - WSIH). It is a certificated program sanctioned by the American Red Cross to train people to work with the disabled. This support program enhances the therapeutic swim program immensely. The sixth support program developed was the sports officiating program (PE 64 A&B). These classes are designed to provide training material which will qualify the students in the areas of wheelchair athletics and wheelchair basketball.

The support system appears to be working out quite well. Last year at this time, not only did we have over 400 physically limited people to work with, but many totally inexperienced assistants to train. Fortunately, many of the assistants are second and third year or returning people and are aiding in the training of new assistants. The lecture/laboratory training classes have really proved to be of great value. We now have over 50 teaching assistants and have time set aside to train the assistants during and before they actually work in the Corrective Physical Education Program. With the development of the training classes and with the other areas discussed earlier, trained and efficient assistants will be available to meet the demands of manpower as the program expands.

LEGISLATION AND FUNDING

Legislation, funding and the ability to interpret these bills will determine how effective one is in the administrative aspects of developing a Corrective Physical Education Program.

The first piece of legislation which should be explored is Part II of the Federal Register affecting programs and activities receiving or benefitting from Federal financial assistance.

Part 84 of the Federal Register, specifically Subpart D, sections 84.36, 84.37, 84.38 and Subpart E, section 84.48 deal specifically with rules and regulations pertaining to athletics, intramurals, and physical education and recreation for the disabled. Subpart D deals mainly with preschool, elementary, and secondary education while Subpart E pertains specifically to postsecondary education.

The general mood of the Federal Government as related to adaptive physical education, athletics, intramurals, and recreation is that a disabled person cannot be denied equal access, facilities or programs due solely to their physical disability.

The second piece of legislation which should be explored is the Education Code and the state laws pertaining to postsecondary education for the disabled. Though these laws vary from state to state, it is extremely important that the instructors as well as the special education administrators have a good working knowledge of the laws and how they affect their programs.

The federal laws deal with equal access and opportunity while the state laws deal intimately with legal definitions, specific amounts of funding, comprehensive planning, and accountability.

The last area dealing with legislation and funding which we will discuss includes the area of grants. Grants come in many forms and from many sources. There are several areas, though, which serve as excellent resource centers. These include:

1. Private industry;
2. Non-profit organizations;
3. Federal agencies (i.e., Bureau of Education for the Handicapped);
4. State Departments of Rehabilitation.

PUBLIC RELATIONS WORK

Public relations work is of greatest importance if your program is to become known in the community. Once your facilities are secured and your architectural barriers have been adjusted, then you will be ready to publicize your program. Some of the methods which have been used to publicize De Anza's program include the development of an informative brochure, personal contact with over 100 associated agencies and organizations, promotional programs, newspaper articles, and television

and radio interviews.

Public relations work is not a one-shot type of thing. Follow-up is very necessary to inform all the people in the community. Periodically you should have newspapers, radio and television come in and do feature stories on your program. You will find that a person may miss an announcement several times before he/she becomes aware of your program. You should advertise your program as it expands because it is important to keep the public informed as to what is happening on the college campus. We contacted the newspapers each time a new program was offered and asked them to do special feature articles, and we found them to be very cooperative. We believe that these articles contributed greatly to the development of our programs.

COOPERATIVE WORK WITH ASSOCIATED PROGRAMS ON AND OFF CAMPUS

The corrective rehabilitative therapy program cannot function without the cooperative support of the related programs on and off campus and in the community. The key to a smooth flowing program depends greatly on the ability of all involved to communicate. New students, during their initial contact on campus, are assisted by the Enabler's Office, thus reducing the problem of confusion which is often encountered when entering a totally new environment. Paper work, registration, and transportation are just a few of the services which are provided through their office.

New students are interviewed and medical forms studied to determine the needs of the individual. If a medical problem is discovered, such as a learning disability, the student is referred to the educational diagnostic clinic. Some students may be involved in one, two, or more programs depending on his or her needs. Some students may benefit greatly from a cooperative program designed jointly by the educational diagnostic clinic or counselor's program and corrective physical education. The coordinators are responsible for each of their programs respectively, but close contact and communication between each other aids in reducing confusion and misunderstanding. Each share the same problems, such as student identification and placement and the same student improvement goal.

As part of the overall program evaluation, it is important to include the community feedback which we have received from near and abroad. Since this program was first started in 1972, many agencies and organizations who had not considered De Anza College in the past for their patients, are now freely sending them to take advantage of the programs and facilities. Agencies such as the Santa Clara Valley Medical Center, the Santa Clara Valley Stroke Club, Therapeutic Recreation Services for the Disabled, Veterans' Hospitals, the California Wheelchair Athletic Association, National Wheelchair Athletic Association, the Santa Clara Valley Muscular Dystrophy Association, Kaiser Foundation Hospitals and Agnew State Residential Facility are just a few who are taking advantage of what is being done at De Anza. National and state organizations such as the American Corrective Therapy Association, the California Association on Health, Physical Education and Recreation, and the California Association of Postsecondary Educators of the Disabled have asked us to give presentations of our programs at their conferences. We have hosted the Far Western Wheelchair Basketball Playoffs, the California State Wheelchair Games, and we have co-hosted the National Wheelchair Games in June, 1977. With feedback such as this, it appears we are headed in the right direction.

STUDENT EVALUATION

Ongoing student evaluation is perhaps the most difficult area in the program. Initially, students are interviewed and medical records are examined. Every student is required to have a medical verification form on file before they begin a class. The physician's diagnosis and prognosis should be included as part of the student's file. If possible, the physician should have a space on the form for additional comments and recommendations.

The new student is pre-tested and an initial program is then designed. There are various methods of recording an exercise or swim program. One of the methods which we use incorporates program cards. These cards serve several useful purposes. First, an individual's record can be kept and the student,

as well as the instructor, can quickly see improvements or regressions. Second, duplicate cards can be made and placed in the permanent medical folder and third, these cards ensure that the teaching aids assisting in the programs are following the prescribed program which the therapist has developed.

The second method which we use includes muscle testing and range-of-motion testing charts which are commonly used in the rehabilitation field. The combination of these testing procedures ensures us that any improvements or regressions will be identified and appropriate action taken.

Students are tested periodically and the results recorded. A student may also request to be tested more often if the need arises. Students are also tested upon request from their physicians, therapists or rehabilitation counselors and the results are then forwarded to them. One should keep in mind that a student must fill out a consent form to release personal information prior to information being sent out.

IN-SERVICE

The staff consists of five full-time special education instructors and one full-time clerical person, with up to five part-time instructors and over 50 teaching assistants. The program is under the direction of a certified Corrective Therapist and provides individual exercises and therapy based on physicians' medical prescriptions. The staff is involved in a team effort, in certain cases, with staff from other special education departments at De Anza. When the total program of physical, psycho-social and academic assistance must be considered, these departments participate in the team approach for the students.

Staff development takes place in many forms. First, the adaptive physical education program provides on-going in-service workshops for the physical education division. This was started in the spring of 1976, and since that time we have recruited several instructors from that department to teach classes in their areas of expertise for the physically limited. Some of these courses which are now offered as part of the corrective physical education program include mastectomy exercise, tennis, and golf for the disabled.

The corrective physical education staff is given release time to attend conventions, seminars, and workshops in order to keep abreast of new ideas and techniques related to their field. Each instructor, including the secretary, is allotted money in their budget for this purpose. All are involved in professional organizations dealing with the disabled, outside of the College. Organizations in which our staff holds professional positions include: (1) California Wheelchair Association; (2) California Association of Post-Secondary Educators of the Disabled; (3) California Association for Health, Physical Education and Recreation; (4) American Corrective Therapy Association; and (5) National Wheelchair Association. The staff of the Corrective Physical Education Program will also assist where appropriate with in-service programs conducted with De Anza staff.

REFERENCES

Books

Krusen, F.H., MD, Kottke, F.J., MD, Ph.D., Ellwood, P.M., Jr., MD, Handbook of Physical Medicine and Rehabilitation. 2nd ed. Philadelphia, Penn.: W.B. Saunders Company, 1971.

Sellitti, Steven L., CCT, "Nuts & Bolts" of an Adaptive PE Program-De Anza College. Cupertino, California, 1978.

Additional References

Department of Health, Education and Welfare, Federal Register: Part II; Vol. 41, No. 138, Friday, July 16, 1976.

"Sports 'n Spokes" Magazine. 6043 North Ninth Avenue, Phoenix, Arizona 85013.

Worsley, John C., A-I-A, State Architect., Check List and Graphic Illustrations, Sacramento, California, 1974.

APPENDIX A
RESOURCES

Organizations

American Corrective Therapy Association. Oral Mathison, President, 1550 U Drive No., Battle

Creek, Michigan 49017.
California Association for Health, Physical Education and Recreation, 401 S. Hartz Avenue, #306, Danville, CA 94526.
I.R.U.C. Briefings, Dr. Julien Stein, Washington, D.C.
National Wheelchair Athletic Association, 40-24 62nd Street, Woodside, New York 11377.
National Wheelchair Basketball Association, Office of the Commissioner, 110 Seaton Building, University of Kentucky, Lexington, KY 40506.

APPENDIX B
DE ANZA COLLEGE
PHYSICAL EDUCATION DIVISION
COURSE OUTLINE

P.E. 61 - CORRECTIVE ¢ REHABILITATIVE PHYSICAL EDUCATION
Winter 1973 - 1 Unit

I. Catalog Description:
P.E. 61--Corrective & Rehabilitative Physical Education
May be repeated for credit
Prerequisites: Medical release form signed by a physician
Laboratory: 3 hours per week with consultation
Corrective Physical Education Program supervised by a Certified Corrective Therapist. These classes are designed to meet the needs of the physically limited student no matter how different or unique. The P.E. 61 series includes five major components: (1) general strengthening/conditioning; (2) hydrotherapy/swim; (3) cardiovascular conditioning; (4) wheelchair athletics; (5) driver training.

II. Required Background of Experience: None.

III. Expected Outcomes:
1. To offer varied physical activity under supervision for the physically limited.
2. To offer physical education programs designed to meet the specific needs of each student.
3. To offer physical education programs for the physically limited students which have been excluded in the past.
4. To provide an environment in which the students can have fun and yet develop physically, mentally and socially.
5. To develop kinesthetic awareness.
6. To gain confidence within themselves.
7. To gain a positive attitude toward physical activity.
8. To provide learning situations which may be carried over to everyday life.
9. To provide for general maintenance, strengthening and conditioning of the body.

IV. Text & Materials:
There are no required texts or materials.

V. Minimum Student Materials: None.

VI. Minimum College Facilities: The entire Physical Education Department facilities and classroom PE 12.

VII. Expanded Description of Content and Method: See #1 (Catalog Description).

VIII. Methods of Evaluating Outcomes:
1. Testing for individual improvement.
2. Objective and subjective evaluation.
3. Attendance.

P.E. 61 P - HYDROTHERAPY FOR THE PHYSICALLY LIMITED
Fall 1976 - 1 Unit

I. Catalog Description:
P.E. 61 P--Hydrotherapy for the Physically Limited
May be repeated for credit
Prerequisites: Medical release form signed by physician/instructor approval.
Laboratory: 3 hours per week with consultation
The hydrotherapy class is designed for those individuals who may benefit from the use of heated whirlpools, hot packs, range-of-motion and massage. The class is designed to help reduce spasticity and pain which accompanies some disabilities, while improving circulation and re-absorption, and flexibility.

II. Required Background of Experience: None.

III. Expected Outcomes:
1. To reduce spasticity
2. To reduce pain
3. To improve the range-of-motion of an extremity or joint.
4. To improve circulation.
5. To facilitate re-absorption of fluids in an injured area.

IV. Text and Materials:
There are no required texts or materials.

V. Minimum Student Materials:

Swim suit and towel for each student.

VI. Minimum College Facilities: Physical Education Training Room.

VII. Expanded Description of Content and Method: See #1 (Description).

VIII. Methods of Evaluating Outcomes:
1. Attendance
2. Testing for improvement in flexibility

P.E. 62 A - THEORY OF SPECIAL PHYSICAL EDUCATION
Winter 1978 - 4 Units

I. Catalog Description:
P.E. 62 A - Theory of Special Physical Education
Lecture: 3 hours per week
Laboratory: 5 hours per week
Class is designed to provide practical experience and formal training for students who are interested in pursuing a career in Physical Education, Corrective and Rehabilitative Physical Education, Therapeutic Recreation, Corrective Therapy or any other area which involves working with the physically limited. Students with an interest in the various areas of Physical Education, Corrective Rehabilitation, Corrective Therapy and Recreation will find this class valuable.

II. Required Background of Experience: None.

III. Expected Outcomes:
1. Students will be able to better understand the problems that physically limited people encounter.
2. There will be an interaction between people with a learning experience based on practicality and reality.
3. This will be a program which will be structurally designed to aid the student with materials, professional methods and techniques, and terminology.

IV. Text and Materials: Training manual developed by instructor will be used.

V. Minimum Student Materials: None.

VI. Minimum College Facilities: Lecture room; Physical Education Department--Activity rooms, swimming pool.

VII. Expanded Description of Content and Method: See #1 (Catalog Description).

VIII. Methods of Evaluation:
1. Written exams on materials presented in class
2. Attendance
3. Reliability with laboratory work
4. Laboratory practicum

P.E. 67 - WHEELCHAIR ATHLETICS
Fall 1975 - 2 Units

I. Catalog Description:
P.E. 67--Wheelchair Athletics
May be repeated for credit
Prerequisites: Medical release form signed by a physician.
Laboratory: 7 hours per week, minimum
The class is designed to provide supervision and training to wheelchair athletes preparing them for competition. The program will be based on the California Wheelchair Association and National Wheelchair Athletic Association rules and regulations.

II. Required Background of Experience: None

III. Expected Outcomes:
1. To provide trained athletes eligible for competition throughout the world.
2. To provide training and supervision to the physically limited.
3. To provide skills which can be carried into leisure-time activities.

IV. Texts and Materials: Each student will be required to become a member of the California Wheelchair Association and the National Wheelchair Association. Materials and texts will be sent to them by the Organizations.

V. Minimum Student Materials: Each student will be required to have his/her own wheelchair.

VI. Minimum College Facilities: Physical Education Department facilities already in use by the P.E. 61 program.

VII. Expanded Description of Content and Method: See #1 (Catalog Description)

VIII. Methods of Evaluation:
1. Performance of various skills associated with each event entered.
2. Performance of team in various wheelchair athletic events.
3. Attendance.

APPENDIX C
INVENTORY LIST OF EQUIPMENT FOR CORRECTIVE PHYSICAL EDUCATION

Weight and Gymnastics Room (Exercise Rooms)

(4) Model 180, Isokinetic Gyms
(1) Cornor Type, gait-training steps
(2) 25 ft. parallel bars
(1) Shoulder Wheel
(1) Low balance beam
(2) large crash pads
(20) padded folding mats
(2) standing racks (medium size) +
(2) tables + padded knee protector
(4) Posey walking belts
(3 Sets) Wrist and ankle cuffs

Dumbbells:

(1 set) 1-lb. (2 sets) 7-lb.
(3 sets) 2-lb. (2 sets) 8-lb.
(1 set) 3-lb. (2 sets) 9-lb.
(1 set) 4-lb. (2 sets) 10-lb.
(3 sets) 5-lb. (1 set) 15-lb.
(2 sets) 6-lb. (1 set) 20-lb.

Leg & Arm Weights:

(1 set) 1-lb. (3 sets) 7-lb.
(3 sets) 2-lb. (2 sets) 8-lb.
(2 sets) 3-lb. (2 sets) 9-lb.
(5 sets) 4-lb. (2 sets) 10-lb.
(4 sets) 5-lb. (1 set) 15-lb.
(2 sets) 6-lb. (1 set) 20-lb.
(2) Pillows
(3) Centurion Universal gyms
(3) Centurion leg extensions/ flexion gyms
(2) Isokinetic swim units
(2) Paramount walls pulleys
(3) Slant sit-up board units

Heavy Dumbbells

(2 sets) 10-lb.
(2 sets) 50-lb.

Heavy BarBells

(1 set) 25-lb. - 155 lb.

Olympic Equipment

(4 sets) Max. 285 per bar (set)
(3) Schwinn exercycles
(1) Tri-wheel bicycle (Schwinn)
(2) Portable weight wagons
(2) Scales
(4 sets) crutches
(2) walkers
(2 sets) Canadian crutches
(4) Canes
(5) Storage cabinets
(3) Metal cabinets
(1) Flex-o-meter
(1) Hand Dynamometer
(6) Belts
(1 set) Tools for wheelchair repair
(1) Rubber ball - small
(1) Fitron bicycle
(2) Arm crank ergometer
(1) Analog/Digital Interface
(1) Weightlifting bench and standards
(1) Orthotron
(1) Cybex Integrator

Training Room

(1) Sunken whirlpool - 8' diameter
(1) Hoyer lift - portable
(1) Vibrator
(1) Hubbard tank
(1) Diathermy unit
(1) 10-pad hydrocular unit
(4) Padded medical benches

Swimming Pool

(1) Portable Hoyer lift
(1) Elevator (Architectural Modifications)
(10 pairs) Swim fins
(10) Snorkles
(10 pairs) Swim mits (stroke aid)
(15) Life vests (1-sm.,7-md.,6-lg., 1-xlg.)
(50) kick boards
(5) Large inner tubes
(10) Rubber balls
(6) Resilite rubber mats (3' x 6')
(1) Floating basketball ring & basketball
(10) Swim masks

Wheelchair Athletics

(2) Wheelchair sports chairs
(2 sets) Pneumatic casters/wheels
(1) Wheelchair holder for field events
(1) Wheelchair - modified for competition
(1) Cronus digital stopwatch w/case & recharger
(1) Equipment carry-all, locked
(1) Parachute
(1) Beeping first-base for blind
(1) Take-down bow for archery
(60) Aluminum arrows
(1) Indoor archery backdrop
(20) Cones, 18", plastic boundary, for archery/field events
(1) Tackle & box for archery
(2) Grass target stands
(2) Portable target stands
(10) 48" regulation target faces
(10) Trap Guns, Model 1100, Remington
(10) Shotgun cases

(10 pairs) Safety glasses for trap-shooting
(10) Shooting bags, divided, for trap-shooting
(1) Field hockey kit
(1) Bowling ball, 10-lb, handle grip
(1) Stick bowling device
(1) Bowling ramp
(2) Plastic bowling ball sets
(1) Women's International javelin
(1) Indian club
(1) 2-kilo shot putt
(3) 3-kilo shot putt
(1) 4-kilo shot putt, outdoor
(1) 4-kilo shot putt, indoor
(1) women's International discus
(2) Metric & English measuring tapes - metal
(1) Volleyball
(1) Baseball bat
(13) Utility balls, 6"
(4) Table tennis tables
(4) Table tennis nets
(1) Table tennis standard
(4) Table tennis balls
(8) Table tennis paddles
(11) Basketballs

Spring, 1978

SCHEDULES

Steve Sellitti
Corrective PE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30	PE 62 B-F Supervision	PE 62 A Theory Lecture	PE 62 B-F Supervision	PE 62 A Theory Lecture	PE 62 B-F Supervision	
9:30		PE 61 T Trap Shooting		PE 61 T Trap Shooting		
10:30						
11:30						
12:30						
1:30		PE 62 B-F Supervision		PE 62 B-F Supervision		
2:30						
3:30						
4:30						
7:30						
8:30						

Spring, 1978 SCHEDULES Barbara Petralia
Corrective PE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30						
9:00						PE 67 A W/C Athletics
10:30	PE 62 B-F Supervision	PE 61 B Thera. Swim DD	PE 62 B-F Supervision	PE 61 B Thera. Swim DD	PE 61 B Thera. Swim	
11:30		PE 61 B Thera. Swim		PE 61 B Thera. Swim	PE 61 B Thera. Swim	
12:30		PE 61 B Thera. Swim		PE 61 B Thera. Swim		
1:30					PE 61 A Weight Train.	
2:30					PE 61 A Weight Train.	
3:30		PE 67 A W/C Athletics		PE 67 A W/C Athletics		
4:30		PE 67 A W/C Athletics		PE 67 A W/C Athletics		
7:00				PE 64 A Officials Trn.		
8:30						

Spring, 1978 SCHEDULES Jim Haynes
Corrective PE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30						
9:30		PE 61 N Cardiovascular		PE 61 N Cardiovascular		
10:30	PE 61 C Gait Training	PE 61 N Cardiovascular	PE 61 C Gait Training	PE 61 N Cardiovascular	PE 62 B-F Supervision	
11:30	PE 61 C Gait Training		PE 61 C Gait Training			
12:30	PE 61 C Gait Training		PE 61 C Gait Training			
1:30						
2:30						
3:30		PE 67 A W/C Ath.Assist.		PE 67 A W/C Ath.Assist.		
4:30		PE 67 A W/C Ath.Assist.		PE 67 A W/C Ath.Assist.		
7:00	PE 64 B W/C BB Officiate					
8:30						

Spring, 1978 SCHEDULES Patti Brodie
Corrective PE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30						
9:30	PE 61 P Hydrotherapy	PE 61 Q Driver Train.	PE 61 P Hydrotherapy		PE 62 B-F Supervision	
10:30	PE 61 P Hydrotherapy	↓	PE 61 P Hydrotherapy		↓	PE 61 Q Driver Train
11:30						↓
12:30						
1:30	PE 61 A Weight Training	PE 61 A Weight Training	PE 61 A Weight Training	PE 61 A Weight Training		
2:30	PE 61 A Weight Training	PE 61 A Weight Training	PE 61 A Weight Training	PE 61 A Weight Training		
3:30					↓	
4:30						↓
7:30						
8:30						

Spring, 1978 SCHEDULES Frank Egenhoff
Corrective PE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:30						
9:30		PE 61 P Hydrotherapy		PE 61 P Hydrotherapy	PE 61 U Muscle Testing	
10:30	PE 61 U Muscle Testing	PE 61 P Hydrotherapy	PE 61 U Muscle Testing	PE 61 P Hydrotherapy	↓	
11:30	PE 61 U Muscle Testing		PE 61 U Muscle Testing		PE 61 U Muscle Testing	
12:30					↓	
1:30	PE 61 U Muscle Testing	PE 61 U Muscle Testing	PE 61 U Muscle Testing	PE 61 U Muscle Testing		
2:30						
3:30						
4:30						
7:30						
8:30						

APPENDIX E

DE ANZA COLLEGE
21250 Stevens Creek Boulevard
Cupertino, California 95014
(408) 996-4734

VERIFICATION OF PHYSICAL LIMITATION

Corrective Physical Education Date: _____

_____
Last First Middle

_____
Street Address City and State Zip Code

_____ _____ _____ _____
Phone Birthdate Age Social Security No.

meets the educational definition for the physically handicapped (see reverse side) by reason of the following health problem:

Diagnosis: _____

Description: _____

_____

a) Degree of Disability: _____

_____

b) Prognosis & Limiting Effects: _____

_____

c) Recommendations for Corrective Physical Education: _____

_____

_____

_____ _____
Physician's Name (typed or stamped) Physician's Signature Title

_____ _____
Physician's Address Physician's Phone

If Applicable:

_____
Title of Agency

_____
Address City State

Please return to De Anza College as soon as possible in the self-addressed stamped envelope provided.

Appendix E, continued

Definitions of Physically Handicapped found in the Ed. Code, Division I, Title 5, Section 3600, Article 1.

The Deaf - a person is deaf if he comes within any of the following descriptions: (1) hearing loss in the better ear that is from 70 decibels in the speech range to inability to distinguish more than two frequencies at the highest measurable level of intensity. (2) hearing loss in the better ear that averages 50 or more decibels in the speech range.

Severely Hard of Hearing - a person is severely hard of hearing if he comes within any of the following descriptions: (1) hearing loss in the better ear that averages more than 30 decibels in the speech range.

Moderately Hard of Hearing - a person is moderately hard of hearing when the following statement applies: (1) hearing loss in the better ear of from 20 to 40 decibels in the speech range.

Blind - a person is blind who falls within the following description: (1) visual acuity in the better eye, after the best correction is 20/200 or less.

Partially Seeing - a person is partially seeing who falls within the following description: (1) visual acuity of 20/70 or less in the better eye, after best correction.

Orthopedic or Other Health Impairment - a person is orthopedic or other health impaired if a licensed physician or surgeon finds in his diagnosis that the person has a serious impairment of his locomotion or motor function and that the impairment was caused by crippling due to one of the following:

(1) Cerebral Palsy
(2) Poliomyelitis
(3) Infection, such as bone and joint tuberculosis and osteomyelitis
(4) Birth injury, such as Erb's palsy or fractures
(5) Congenital amputation, club foot, congenital dislocations or spina bifida
(6) Trauma, such as amputations, burns, or fractures
(7) Tumors, such as bone tumors, or bone cysts
(8) Developmental diseases, such as coxa plana or spinal osteochondritis
(9) Other conditions such as fragile bones, muscular atrophy, muscular dystrophy, Perthes' Disease, hemophilia, uncontrolled epilepsy, or severe cardiac impairment
(10) Drug Dependency
(11) Some other cause described in the physician's written diagnosis
(12) Neurological impairment or dysfunction

Aphasic and/or Other Severe Oral Language Handicapped - a person is Aphasic and/or other severe oral language handicapped when all the following apply: (1) severe disability in the comprehension and/or expression or oral language. (2) the persons score on the auditory verbal scales of one or more standard tests or subtests of language assessment falls two standard deviations below the mean for the person's mental age. (3) the person is nonverbal or when a spontaneous language sample of at least 50-100 utterances can be obtained, the sample shows development judged clearly inadequate for the person's age in at least two of the following areas of language development: syntactic, semantic, morphologic, phonologic.

Speech Handicapped - a person, exclusive of the deaf, severely hard of hearing, moderately hard of hearing, and aphasic, as defined above, is speech handicapped by having abnormality of speech and oral language calling adverse attention to itself, impairing communication or causing maladjustment arising out of problems with articulation, rhythm, voice or oral language usage.

Other Physically Handicapped - a person is "other physically handicapped" if he comes within either description: (1) a physical illness or physical condition which makes attendance in regular day classes impossible or inadvisable. (2) physical impairment so severe as to require instruction in remedial physical education.

Multihandicapped - refers to any combination of the above.

Pregnancy - a person diagnosed by a licensed physician and surgeon as pregnant.

APPENDIX F

CLINICAL RECORD	MANUAL MUSCLE EVALUATION
DIAGNOSIS AND BRIEF CLINICAL HISTORY	

LEFT							EXAMINER'S INITIALS / DATE		RIGHT						
							NECK	Flexors	NECK						
								Lateral Flexors							
								Extensors							
								Rotators							
							TRUNK	Flexors	TRUNK						
								R. Ext. Obl. / L. Int. Obl. — Rotators — L. Ext. Obl. / R. Int. Obl.							
								Extensors—Thoracic							
								Extensors—Lumbar							
								Quadratus Lumborum							
							HIP	Flexors	HIP						
								Extensors							
								Abductors							
								Adductors							
								External Rotators							
								Internal Rotators							
								Gluteus Medius							
								Sartorius							
								Tensor Fascia Latae							
							KNEE	Flexor—Outer Hamstring	KNEE						
								Flexors—Inner Hamstrings							
								Extensors							
							ANKLE	Dorsi Flexors	ANKLE						
								Plantar Flexors							
								Gastrocnemius							
								Soleus							
							FOOT	Invertor—Ant. Tibial	FOOT						
								Invertor—Post. Tibial							
								Evertor—Peroneus Long							
								Evertor—Peroneus Brev.							
							HALLUX	Flexor	HALLUX						
								Extensor							
							TOES	Flexors	TOES						
								Extensors							
								Abductors							
								Adductors							

Muscle Test administered to: _____
Last Name First Name Middle Initial

Date: _____

Address where Test was administered: _____
Street City State Zip

LEFT							RIGHT						
						EXAMINER'S INITIALS							
						DATE							
						SCAPULA — Abductor—Serratus Ant.	SCAPULA						
						SCAPULA — Adductors—Middle Trapezius	SCAPULA						
						SCAPULA — —Rhomboids	SCAPULA						
						SCAPULA — Elevators—Upper Trapezius	SCAPULA						
						SCAPULA — —Levator Ang. Scap.	SCAPULA						
						SCAPULA — Lower Trapezius	SCAPULA						
						SCAPULA — Latissimus Dorsi	SCAPULA						
						SHOULDER — Flexors	SHOULDER						
						SHOULDER — Extensors	SHOULDER						
						SHOULDER — Abductors (ABD. and Elevation)	SHOULDER						
						SHOULDER — Adductors	SHOULDER						
						SHOULDER — Horizontal Abductors	SHOULDER						
						SHOULDER — Horizontal Adductors	SHOULDER						
						SHOULDER — External Rotators	SHOULDER						
						SHOULDER — Internal Rotators	SHOULDER						
						ELBOW — Flexors	ELBOW						
						ELBOW — Extensors	ELBOW						
						FOREARM — Supinators	FOREARM						
						FOREARM — Pronators	FOREARM						
						WRIST — Flexors—Radial	WRIST						
						WRIST — —Ulnar	WRIST						
						WRIST — Extensors—Radial	WRIST						
						WRIST — —Ulnar	WRIST						
						FINGERS — Flexors—MP	FINGERS						
						FINGERS — Flexor—Proximal IP	FINGERS						
						FINGERS — Flexor—Distal IP	FINGERS						
						FINGERS — Extensors—MP	FINGERS						
						FINGERS — Extensor—Proximal IP	FINGERS						
						FINGERS — Abductors	FINGERS						
						FINGERS — Adductors	FINGERS						
						FINGERS — Opponens—Digiti Quinti	FINGERS						
						THUMB — Flexor—MP	THUMB						
						THUMB — Flexor—IP	THUMB						
						THUMB — Extensor—MP	THUMB						
						THUMB — Extensor—IP	THUMB						
						THUMB — Abductors	THUMB						
						THUMB — Adductors	THUMB						
						THUMB — Opponens Pollicis	THUMB						
						GIRTH MEASUREMENTS							
						Thigh: Inches above Prox. Patellar Border							
						Calf: Inches below Distal Patellar Border							

K	100%	5	N	Normal	: Complete range of motion against gravity with full resistance
E	75%	4	G	Good	: Complete range of motion against gravity with some resistance
Y	50%	3	F	Fair	: Complete range of motion against gravity
	25%	2	P	Poor	: Complete range of motion with gravity eliminated
	10%	1	T	Trace	: Evidence of slight contractility with no joint motion
	0%	0	0	Zero	: No evidence of contractility

S—Spasm
C—Contracture
} If spasm or contracture limit range of motion, place C or S after the grade of a movement incomplete for this reason

SIGNATURE OF PHYSICIAN

DATE

ACCESSIBLE RECREATION: CAN IT BE DONE

Julian U. Stein, American Alliance for Health,
Physical Education, and Recreation, Washington, D.C.

ABSTRACT

"It is not enough to give the handicapped life; they must be given lives worth living."

These poignant words of Helen Keller indicate why greater attention must be given to recreation and leisure activities for individuals possessing various handicapping conditions. Participation in recreational activities of all types adds new and important dimensions to the lives of all individuals, especially those possessing handicapping conditions. Healthier, happier, more productive, and fun-filled lives make it possible for individuals to add a different and more positive quality to their lives.

RECREATION IS A BASIC R

There is a rationale and justification for calling recreation the most important "R". With the current educational emphasis on "back to basics," it is vital not to lose sight of role, value, and contribution of recreation and leisure in the total scheme of things.

The Congress of the United States in its wisdom saw fit to include "...instruction in physical education,..." as the only curricular area included in the definition of special education under The Education for All Handicapped Children Act (P.L. 94-142). A major emphasis within the definition of physical education under P.L. 94-142 is development of skills in dance, aquatics, individual and group games, and lifetime sports. Preparing each individual for meaningful participation and wholesome use of both present, future, and leisure is inherent by these inclusions in P.L. 94-142.

Recreation itself is included as a related service under P.L. 94-142. This reinforces the role, functions, and importance of recreation in the free appropriate education guaranteed every handicapped child by this legislative mandate. Specific areas defined as recreation under P.L. 94-142 include (1) assessment of leisure function, (2) leisure education, (3) recreation programs in schools and community agencies, and (4) therapeutic recreation services. Clearly, emphasis is on preparing and providing individuals with opportunities to enrich their lives through active participation in a variety of recreational leisure activities.

Provisions of P.L. 94-142 require that special education and related services be provided in the least restrictive environment and, to the maximum extent possible, with nonhandicapped individuals. Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) reinforces all requirements of P.L. 94-142. Not only must otherwise qualified individuals with physical or mental impairments not be excluded from, discriminated against, or denied opportunities solely because of such handicapping conditions; but they must also be provided services in the most normal settings possible or most integrated settings feasible. These requirements apply to recreation and leisure services as well as to education, employment, health, social, and welfare services. Misunderstandings abound about the meaning of "least restrictive environment, most normal setting possible, and most integrated setting feasible." Although these terms differ, intent and application are identical. These terms themselves suggest alternatives and a continuum of possible placements so that the most appropriate and least restrictive one can be determined for each individual at that particular time. The continuum of alternative placements includes: (1) total integration of individuals with handicapping conditions in programs and activities with their able-bodied peers. (2) Total segregation or separation in self-contained settings. (3) A number of intermediate steps or opportunities between the extremes of integration and separation. This is no different than the Cascade System of Special Education which has been with us since the earliest part of the 1960's. These principles and procedures are no different in their application to physical education, recreation, leisure, sports, and related activity areas.

While segregated programs and

activities may not result in non-compliance, the way in which individuals are placed in such settings may not be in compliance with the legal requirements of P.L. 94-142 and P.L. 93-112. In the past individuals were placed into programs, activities, and settings based categorically on the handicapping condition. This process is no longer legal. Individuals are to be placed in programs and be provided services in terms of their interests, needs, and abilities. Providers of services must justify why individuals placed in separate or segregated settings cannot be served in a less restrictive environment than the one recommended. If handicapped individuals are placed part-time in a special setting, the providers must outline why these services cannot be provided in a regular program with accomodations. This is not only the legal right of each individual but the ethical, moral, and professional obligation of providers of services. Individuals with handicapping conditions have been telling providers of services this for too long a time. Unfortunately, even with legislative mandates, too many providers of services still are deaf to such requests.

PROGRAMMING

Every individual with a handicapping condition does not necessarily have special recreational and leisure needs. This is a difficult concept for many physical educators, recreation specialists, special educators, and other professional providers of services. It is also something that individuals with various types and degrees of handicapping conditions have been telling us for too long. To meet the intent of Section 504 of the Rehabilitation Act as well as P.O. 94-142 and to fulfill professional and personal responsibilities, we must deal with subtle differences between individuals who have special needs and those who need accommodations in regular physical education, recreation, sports, and related activity areas.

Therein lies the criterion for making this distinction. If an individual has needs than can be translated into special goals and related objectives, then that individual requires consideration beyond simple adaptations, modifications and accommodations. Special educational needs have to be approached through the individualized education program including appropriate and required identification, referral, assessment, and interpretation processes. This procedure results in determining whether or not the child has a deficit which requires special attention and programming. If special programming is required, then special goals and objectives are determined; teaching strategies and methods are recommended; specific activities are suggested; and placement decisions regarding the least restrictive environment are made.

If an individual simply needs some type of accommodation to permit him/her to take part then such accommodations are expected and required. For some individuals, this may mean making facilities accessible. In other cases, special devices may be necessary or adaptations of existing pieces of equipment made. Still others may simply need help with communication. For some students, curricular or program adjustments may be necessary. Such adjustments can include changing requirements or organizing programs with sufficient flexibility so that an individual has opportunities to avoid activities or courses in which he/she cannot successfully participate solely because of a handicapping condition. Many other examples of such accommodations can be provided and must be considered to meet specific needs of individuals whether in education, rehabilitation, or recreation.

The first step in this process is within each of us. We must be able to recognize, accept, and deal with differences between individuals with special needs and those only needing some accommodations to be successful in physical education, recreation, sports, and related activities.

Within such a framework, what then is recreation in general and how is it similar to or different from recreation for anyone? Broadly defined recreation is worthy use of leisure engaged in for its own sake and which gives immediate satisfaction to the participant. Basic conditions that are generally considered fundamental characteristics of recreation include:

(1) Activities pursued during an individual's leisure or uncommitted time.

(2) Freedom of choice on the part of the participant.

(3) Active participation and involvement on the part of the participant.

(4) Non-survival types of activites.

(5) Fun, enjoyment, and pleasure derived by the participant.

For individuals with handicapping conditions this definition and these characteristics of recreation differ little if any. Too many providers of services equate recreation and leisure opportunities for impaired, disabled, and handicapped persons and therapeutic recreation as synonomous. They are not! Recreation that is therapeutic and therapeutic recreation are not one and the same. All participation in recreation and leisure activities is therapeutic, has catalytic values, and helps the participant re-create. This process is true whether a participant is able-bodied or possesses a handicapping condition. This is the type of recreation, leisure or diversional experience individuals with handicapping conditions want and need. This is what they have been telling providers of services for years.

Therapeutic recreation by definition meets few of the characteristics of recreation previously presented. As planned intervention to bring about specific behavior changes, therapeutic recreation is an integral part of rehabilitation, corrective, or treatment processes. Therapeutic recreation is a modality in which recreational activities are used for some of the same purposes as dance in dance therapy, music in music therapy, art in art therapy, horticulture in horticulture therapy, and physical activities in physical therapy. These are important roles, functions, and ways in which recreation and leisure activities can be used for therapeutic, corrective, and rehabilitation purposes. However, this is not the context in which recreation and leisure activities are being approached in this paper. As previously stated, recreation and leisure are being viewed in exactly the same ways as they are approached for you and me.

Because an individual possesses a handicapping condition, regardless of type or severity, it does not mean that the individual wants or needs special considerations in recreation and leisure activities. Eligibility for financial support in specific programs has been based on traditional categorical approaches. Protection against discrimination and exclusion from programs and activities can also be based upon these same traditional and categorical criteria. However, this does not mean that activities, methods, and program settings must also be approached traditionally and categorically. In no area are individual interests, abilities, and wishes more vital and important than in recreation and leisure pursuits. Medical, psychological, educational, sociological, emotional, and other types of diagnoses may not be appropriate to describe the way in which specific individuals participate in recreation and leisure activities. Traps and mistakes that have not been avoided in other activity areas such as education, special education, physical education, can easily be circumvented in recreation and leisure.

The breadth and depth of recreation and leisure are so great that regardless of an individual's age, background, experience, abilities, disabilities, and functional levels, he/she can find activities in which success can be attained. Failure and frustration are reversed into a spiral of successes and feelings of personal achievement and accomplishment. Self-confidence is enhanced and self-image improved as individuals become better friends with themselves. This process in turn promotes greater socialization, better emotional stability, and enables the individual to participate more actively with friends, families, and associates. In this way, each becomes more a part of, rather than a part from, the mainstream of society.

Too much of what has transpired in the past has been in terms of what providers of services felt persons they served wanted and needed. A self-fulfilling prophecy crept into these efforts as program organization and approaches tended to enhance positions of providers of services at the expense of participants.

The question of homogeneous versus heterogeneous group can be raised. Are homogeneous grouping approaches for benefits of participants or to make administration, organization, planning, implementation, supervision and evaluation of programs and activities easier? Many recreation and leisure activities can be conducted as effectively, if not more so, in heterogeneous groups rather than in homogeneous ones. Positive models from which individuals with specific handicapping conditions and/or special needs can imitate and pattern behavior

are important in growth, development, and progress of these individuals. On the other hand negative or poor models result in poorer performances, less achievement, and even regressions through tendencies to function close to the mean or average of a group. Yet, new programs and activities at all levels perpetuate the status quo with categorically planned, developed, and implemented programs. Tentatively, all is not bleak. Some examples are:

(1) Visually impaired persons ski cross country and downhill, swim and dive, participate in gymnastics, play golf, sail, skin and scuba dive, wrestle, climb the highest mountains, and run in competitions such as the Boston Marathon and Primo Fifty (Fifty mile road race).

(2) Amputees, paraplegics, and quadriplegics ski, swim, fish, dive, surf, and take part in gymnastics, pool, archery, hockey, weight lifting, football, karate, basketball, golf, table tennis, fencing, track and field, and also participate in the Boston Marathon.

(3) Bedfast individuals dance, take part in dramatic productions, work with clay, paint, attend parties, go on trips, and participate in both day and residential camp programs.

While many planners of programs and providers of services continue to think of residential camping as the ultimate, others are challenging the most severely, profoundly, and multiply involved with backpacking, wilderness and survival camping, caving, orienteering, and Outward Bound challenge courses. Aquatic activity is not limited to instructional or recreational swimming but includes small craft, boating, white water canoeing, water skiing, surfing, sailing, skin and scuba diving, hydroplaning, as well as fishing and casting. Programs are not limited to summer or warm weather. Year round programs continue in the severest of winter environments with skiing, snow shoeing, tobogganing, ice skating, sliding, sleigh riding, snow-mobiling, snow picnics, and ice fishing.

Special recreation programs can also be used effectively to prepare individuals to take part in regular programs. For example, when large numbers of residents from facilities in California were sent into communities as part of deinstitutionalization efforts, a group of elderly individuals, 55 to 80 years of age, found its way to the Recreation Center for the Handicapped. Even though most of these individuals were fifty to eighty years of age and had spent virtually all of their adult lives in residential facilities, they graduated from the Recreation Center for the Handicapped into programs and activities of the San Francisco Park and Recreation Department. The theme of the cap and gown graduation was aptly and appropriately titled, "Baby, You've Come A Long Way!"

This is only a small representation of the great variety of recreation and leisure activities in which individuals with handicapping conditions actively take part on a regular basis. Some of these activities are conducted in special settings and in segregated programs. Many other individuals participate in situations right along with able-bodied peers and friends. These participation patterns are not determined categorically or based on labels and broad generalizations. Decisions are made in terms of each individual participant. Many recreation and leisure programs tend to be organized and function for participants with one type of handicapping condition. Some very successful programs have cut across handicapping conditions and have served two or more different conditions. Still other programs have integrated special populations with non-involved participants. Other programs have able-bodied as a minority with special groups as the majority.

The approach that has been successful in a number of places provides flexibility in placement. Key to success in this approach is the ability of each individual to participate safely, successfully, and with personal satisfaction in the current activity. Basically, a three step approach is suggested:

(1) Regular programs or services for individuals who can take part in regular activities safely, successfully, and with personal satisfaction should be guided and encouraged to participate in regular and community programs where they participate with family, friends, peers, and contemporaries.

(2) Halfway house or intermediate type programs or services for individuals who have the potential to take part eventually in regular programs but for the immediate present cannot. Something is lacking, e.g. confidence, experience, skills, emotional stability, social awareness, intellectual ability, physical condition, overall

control, interest. The halfway house approach or intermediate type program serves to help the individual overcome such problems.

(3) Special programs or services for individuals who have severe, profound, and multiple conditions and need long-range opportunities and experiences in special, segregated, or sheltered programs. Individuals in this group should not be considered permanently confined to special programs and activities. To consider such an approach is inconsistent with concepts advocated throughout this paper and incorporated in current legislation.

Different approaches have been used successfully to enable individuals with handicapping conditions to take part in regular recreation programs and leisure activities. Among the many ways in which this can be accomplished include use of:

1. Accessible facilities.
2. Adaptive devices and aids.
3. Modified rules for certain games and group activities.
4. A buddy system which pairs an individual with a handicapping condition and an able-bodied partner for specific activities.
5. Peer tutoring, instruction, and assistance in given situations.
6. Participants serving as group leaders to provide additional assistance.
7. Circuit or station organizational patterns.
8. Paraprofessional personnel, aides, volunteers, career education students, practicum of field work students.
9. Team-leading involving community recreation personnel and therapeutic recreation or resource specialist.
10. Pre-teaching certain activities to select individuals with special needs.
11. Special programs and opportunities designed to supplement, not replace, opportunities in regular community programs and activities.

Precise cause and effect relationships for greater success of some program activities over others continue to elude many people involved in these efforts. Reasons for success of specific activities and approaches are generalized in terms of inappropriate, inaccurate, or inconclusive cause and effect relationships. Regardless of specific activities or methods found in them:

1. Participants are actively involved.
2. Activities and methods are relevant, appropriate, and challenging.
3. Results provide a feeling of personal satisfaction, achievement, and fulfillment.
4. Participant and leader build a very special type of interpersonal relationship that inspires mutual confidence and trust in each other.

While many individuals and groups continue to emphasize differences, special features, and other program/activity differences, emphasis in most successful programs, especially community levels, is on:

1. Adequate, appropriate, and available transportation to get participants to and from different program sites.
2. Basic accessibility of facilities so that participants can get into and use them.
3. Dedicated and committed leadership which recognized the worth, dignity, abilities, and humanitarian characteristics of all individuals. Such programs are approached in ways that enable every participant to attain maximum degrees of independence so as to be able to live the fullest, most satisfying life possible. Inherent in such leadership is recognizing similarities and abilities of people with whom they work.

Another important key to success has been active involvement of each participant in activities that have been relevant and challenging to him/her. Success, achievement, and personal satisfaction from meeting individual challenges have been vital to the success of these programs. Personnel involved in these successful programs have not been affected by limited expectations of what individuals can and cannot do. In addition, active involvement and participation by impaired, disabled, and handicapped persons themselves have contributed greatly to this process. Not only have these individuals been their own advocates but they have been involved at policy, decision-making and leadership levels. Today more than ever before, it is crucial to plan and provide for consumers being their own advocates. Great strides have been made in communities where consumers have been their own advocates. In addition, innovative ways to use personnel or individual advocates at program levels must be actively pursued.

Yes, accessible recreation can be done. It is possible and practical in integrated as well as segregated

settings. Ways of accomplishing this can be found in many places around the country and throughout the world. It is not a question of whether we can afford to make recreation and leisure programs accesible for individuals with various handicapping conditions, but how we can professionally, morally, and ethically afford not to do so.

INTEGRATING THE ARTS: A CURRICULUM APPROACH

Gary Barlow, Wright State University, Kenneth Bruscia, Temple University, Wendy Perks, N.C.A.H. Anne Riordan, U. of Utah, Jean Kennedy Smith, N.C.A.H.

INTRODUCTION: THE ARTS FOR ALL PERSONS

A presentation of the integration of the arts in education was planned to demonstrate that music, dance, drama, and art are man's natural and essential means for self-expression. Since the arts are integral to man, they must be central in the educational experiences of all persons. These concepts are consistent with the national direction as reported by Perks (1978) that "the arts can enrich the lives and enhance the learning of all handicapped people." Therefore, appropriate to strategies of post-secondary education for disabled and/or handicapped persons it is essential that the arts be considered as an integral part of curriculum planning.

The integration of the arts session was also planned to alter attitudes specific to the disabled person and the arts. Too often, the disabled or handicapped person has been only an observer to the creative experience. The arts and arts experiences can offer the person a means of becoming involved in expressive, productive, and meaningful aesthetic and creative activities. It is important to dispel the attitudinal myth that the arts are only for those persons with special talent and abilities. Recently, attitudinal changes have been noted due to legislative actions. The access to the arts was emphasized in the Federal Report #94-168, Committee on Labor and Public Welfare, U.S. Congress (1975), that "handicapped individuals have a normal probability of being creative and talented."

To present the concept of the arts for all persons, a team of arts advocates were assembled to present and demonstrate directions of the arts and the handicapped person. The presenters were selected because of their active participation in programs where the arts are being used in the educational process. The visual arts were represented by Dr. Gary Barlow, Art Education and Art Therapy, Wright State University, Dayton, Ohio; music by Dr. Kenneth Bruscia, Music Therapy, Temple University, Philadelphia, Pennsylvania; and dance and theatre arts by Mrs. Anne Riordan, Department of Dance, University of Utah, Salt Lake City, Utah. Also representing the arts and presenting the national directions for the arts and the handicapped person were Ms. Wendy Perks, Executive Director, The National Committee, Arts for the Handicapped (NCAH), Washington, D.C.; and Mrs. Jean Kennedy Smith, National Chairperson of the Very Special Arts Festivals, and trustee of the John F. Kennedy Center for the Performing Arts, Washington, D.C.

Smith and Perks elaborated upon the long-range goals of the National Committee by emphasizing that N.C.A.H. aims to increase the number of students served by arts programs by 200,000 per year until all programs include all of the arts for handicapped persons. The national direction aims to extend opportunities for the handicapped person to learn in the arts, about the arts, and through the arts. A specific reference to the value of the arts in education was that the handicapped person can learn and develop motor control and sensory perception by active participation in the arts. Drawing, painting, dance, movement, theatre, and music can serve as a positive experience--experiences that are the person's own personal expressions.

PARTICIPATORY SESSION

The persons attending the arts sessions were able to observe demonstrations of dance and music, and to be active participants in the creative arts process. The purpose of the participatory sessions at the Conference was twofold:

1. To demonstrate that the creative potentials of handicapped individuals are an untapped resource within our culture; and

2. To demonstrate that the inaccessibility of art programs in post-secondary education may be attributed

to faulty assumptions in regard to the nature of creative ability and the artistic capabilities of individuals labelled handicapped. The following points and questions were introduced and discussed:

1. The arts are a distinguishing characteristic of the human species. That is, only humans have developed ways to create images and forms that depict the life experience. Thus, man is by nature a creative being. Is there any reason to assume that this assertion holds for the "non-disabled" population? Is there any reason to assume the will to create does not exist in individuals labelled handicapped?

2. In the arts, man explores and reconsiders his world, imagines other possibilities, and then creates sensory images and forms to express this experience. The artistic process involves exploration, reconsideration, imagination, creation, and expression. Is there any reason to assume that only the non-disabled are capable of this process and that individuals labelled handicapped are incapable of exploring, imagining, creating, and expressing?

3. Each art emphasizes a different sensory modality. Music is an exploration of the auditory world; the graphic arts are an exploration of the visual world; dance is an exploration of man's body moving in space and time. Consequently, artists concern themselves primarily with a particular sensory modality and its corresponding art medium. Excellence in a particular art is dependent upon an individual's sensibilities within the sensory modality it emphasizes. Since these sensibilities vary between modalities, individual differences can be found in the ability to create in one art medium rather than another. Is there any reason to assume that a disability affecting a particular sensory modality impairs the ability to create in another modality? Is a specific handicap any more than another example of individual differences?

4. Since handicapped persons such as Beethoven, Gauguin, Byron, et al, have made significant contributions to the arts, it is not reasonable to assume that handicapped individuals have any less artistic potential than the nondisabled.

It was concluded that the most important issue in making the arts accessible to the handicapped is not what the arts can do for the handicapped person, but what the handicapped person can do for the arts. The physical and programmtic inaccessibility of arts programs on the college campus can be regarded as inconsistent with the objectives of higher learning and contrary to the best interests of the arts.

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Employment

EMPLOYMENT OF DISABLED PERSONS IN BUSINESS AND INDUSTRY: A LOOK TO THE 1980's

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I would like to feel I am a specialist and an authority in this field, and normally when you are 50 miles away from home you are an authority. But, I can't say that today, because in the audience I have a number of GM representatives and they might just tell you differently--that I'm not quite the authority that I profess to be. But, I am glad to see that GM is represented here today.

Personally, it is a privilege to have been asked to talk to you about the employment of the handicapped and I do welcome this opportunity. The area of employment of the handicapped that I am going to cover, as you are all aware, is relatively new and still presents a challenge to contractors. I use the word contractors, because in Section 503 it refers to contractors. In other words, employers who have federal contracts. It is safe to say that when the first set of rules and regulations implementing Section 503 of the Rehabilitation Act became effective on June of 1974, which required federal contractors to employ and advance in employment handicapped persons, there was great concern and confusion among contractors. While there was some merit to the contractors' concern that the initial rules and regulations were vague and ambiguous, it is possible that some contractors and subcontractors may have been using that as an excuse for not stepping up not only their legal obligation but their moral obligation to employ and advance in employment handicapped persons. Subsequently, the Rehabilitation Act of 1973 was amended and revised rules and regulations implementing this Section became effective on May 17, 1976. I happen to be a part of this Affirmative Action Advisory Group that Kathy (Martin, NTID) spoke about which helped have input into the revised rules and regulations. If there are things in there that you don't like, I might have had a little part in it. There are, however, some areas even after the revised rules and regulations came about that needed further clarification. There are two areas that I know have been a concern to the employers or contractors. One is that many of them feel that the definition of handicapped needs clarity--that it is broad and ambiguous. Also they want to know what is meant by reasonable accommodations--to what extent do they have to go. There is nothing clear cut on either issue. There have been some rules of thumb issued by people in Washington--some are realistic and some are unrealistic. But, this is something that has to be clarified, and I know they are waiting for court decisions in this respect on both issues.

I believe that, as contractors, we can live with Section 503 of the revised rules and regulations. I personaly believe that they are, as a whole, viable and workable. I am sure that most other major contractors feel comfortable with Section 503 revised rules and regulations.

Following Section 503, you are all aware that rules and regulations implementing Section 504 came into effect. Following that, of course, most states throughout the whole country now have rules or legislation which prohibits an employer from discriminating against an individual because of a handicap. I'm not going to try to relate the discrepancies between 503 and 504. However, I can tell you frankly that there is great concern among many contractors that some parts of 504 are not palatable to them. There have been attempts to resolve these discrepancies. I hope that something will be forthcoming on the issue. I further can say that this fall it is anticipated that there will be further revisions to the rules and regulations implementing Section 503.

I believe that I can safely say that up until the federal and state legislation came into existence many contractors had not undertaken any positive affirmative action to employ and advance in employment handicapped individuals. Perhaps the difficulty with implementing the

handicapped affirmative action requirements is that for the past 50 years, many employers have refused employment to many of the high-risk persons whom the Rehabilitation Act intended must be included. I am sure that there are many contractors who have historically rejected new hire job applicants for such physical limiting characteristics such as potential back problems, Hodgkin's disease, epilepsy, diabetes, loss of sight, limited or loss of hearing, asthma, paraplegics and other such examples. Section 503 rules and regulations and state legislation would find most if not all of these limitations when controlled or stabilized well within the boundaries of employment eligibility. I believe that, in general, the perception of management with respect to the handicapped is changing and is following a similar but perhaps a less dramatic course. I recognize that for years, many, many individuals of some companies have worked long and hard at assisting handicapped persons. I believe, however, that society as a whole has suffered from the same fears of the unknown and, consequently, tended to shy away from the perceived problems associated with the handicapped.

Today, it is a whole new ballgame. The policy of contractors not considering qualified handicapped persons--and I underline that word qualified--for employment because of specific disabilities, has and must be re-evaluated. What this means is that all contractors must re-evaluate their hiring procedures and policies which would include their physical and mental job requirements to ensure that they do not screen out handicapped persons solely on the basis of their disabilities. To accomplish this objective, the Personnel Department, including the Safety, Labor Relations and Medical Departments must and should be an integral part in fulfilling their respective commitment to employ the handicapped. The contractor in evaluating their policy and procedure should also take into consideration handicapped persons for promotion, training programs, etc. Failure to fulfill the legal obligation of the contractors, as most of you know, can result in imposing penalties upon the contractors--probably the most severe one is the loss of government contracts.

Since I am most familiar with General Motors Corporation, I would like to share with you a brief overview of our program to fulfill not only our legal and moral obligation to employ and advance in employment the handicapped but more importantly, to implement our Corporate policy. The first step was, and is most important to any contractor, to develop a positive policy statement in regards to employment and advancement of the handicapped and this we have done. And, as I said earlier, there are many steps the contractors have not done and must do to ensure that their policies and procedures conform to the rules and regulations implementing Section 503. One that we must change is our employment application inquiry regarding disabilities such as, "Have you received workmen's compensation," etc.

Within GM we have endeavored to fulfill our legal and moral commitment to employ the handicapped. One key objective is to ensure that all levels of management stop stereotyping handicapped persons--assuming that qualified handicapped persons with certain disabilities should not be hired. Also, to dispel the belief that insurance, safety and medical costs will skyrocket as a result of employing qualified handicapped persons. The manner in which this can be accomplished from an objective viewpoint is for each employing facility to have regular meetings with all members of management. The purpose of these meetings would be to review intent, policy, harassment, orientation of new supervisors, etc. Our objective is to develop a positive attitude among all levels of management towards handicapped individuals. Further, our efforts have been directed to screen in rather than screen out qualified handicapped persons. In other words, convey to them that disability should not be confused with inability.

The next step was to initiate an outreach program relative to employment of handicapped persons. Section 503 rules and regulations mandates that a federal contractor as part of their affirmative action program undertake an outreach program. We have a Corporate policy in regards to employing the qualified handicapped. We have strongly advocated that all employing facilities in GM

develop a working relationship with agencies that can provide qualified handicapped persons for employment.

In addition to re-evaluating our personnel policy and procedures and perhaps one of the biggest steps was the establishment of medical guidelines for affirmative action to employ the handicapped. I would like to share our approach on this matter. Under our current medical guidelines, we do not medically reject any individual for employment because of a handicap. Our guidelines take into account that the handicapped laws protect applicants and employees who, whatever their future ability to work may be, are presently qualified to perform the job. Also, that future physical problems should not be the sole basis for not employing a handicapped person, unless a person's condition is deteriorating so rapidly that he or she would be incapable of performing for a reasonable period of time in a particular job. If it would be proper to reject a person under these conditions, then to have any validity, the medical findings should show with medical certainty, reasons that he/she would be incapable of performing the job. Our basic objective is an attempt to screen in rather than screen out qualified handicapped persons.

I would like at this time to review in part our guide for a pre-placement examination. This is an attempt to achieve the application of uniform criteria in reaching a decision relative to an applicant's ability to fulfill his/her job responsibility. It is meant to be a guide for our GM physicians in conjunction with their experiences, clinical judgments, interests, knowledge of the jobs and special circumstances. The first step in this direction is that the Medical Department should not refuse any applicant any employment opportunity. Ultimate acceptable or refusal of employment is the responsibility of the employment office following review of the medical restrictions and the job requirements, if there are any. Second, the responsibility of the Medical Department with respect to employment is to advise the employment office as to an applicant's ability to perform a specific work assignment. Third, the employment office should not indicate that the Medical Department has turned down an applicant for employment. Fourth, any medical condition that originally would be expected to lead in the near future to a prolonged period of absence from work should be considered as sufficient reason for deferment.

In determing the work capability of an individual the Medical Department among other procedures, completes the following: evaluates the occupational and medical history, performs the physical examination and conducts medical tests and x-rays to evaluate the work capabilities. After this is done, the Medical Director then classifies the individual as to his/her work capability according to the following:

1. able to work without any restrictions or accommodations,
2. able to work with restrictions and to spell out the restrictions or
3. put in a deferred classification. The latter classification "deferred" does not include applicants who can work with restrictions but is reserved for those who are unemployable at the time for any kind of work due to certain types of conditions. It could be the case of an individual who is a disturbed psychotic. It could be someone who may need surgery. It could be someone who has active pulmonary T.B., etc. Individuals in the deferred category can be re-evaluated at a future time. I'd probably be naive to think that there aren't going to be some people who will remain in a deferred classification indefinitely or maybe forever because of specific conditions. Incidentally, the examining physical should be available to answer any questions raised by the applicant regarding the medical condition which led to such classification. If a condition amenable to treatment is detected, the applicant should be advised to consult his/her personal physician.

Occasionally an applicant may be examined whose physical impairment is not compatible with the plant requirements. In such a case, there should be a detailed description of the physical impairment, residual physical capability of the applicant and description of the job content. Then, there should be a medical opinion expressed in reasonable detail outlining

those items on the job content which are not compatible with any remaining physical ability to perform. Sufficient details should be included to persuade the reader to arrive at the same conclusion. Such thorough documentation may be required to convince all parties involved that the conclusion reached was appropriate. Documentation will be required as part of the medical record of any applicant who cannot be placed in an existing job.

I would like to point out that in the case of individuals classified as "able to work with restrictions," it is advisable that consultation in each individual case be made with members of the Safety Department and the supervisor over the operation to be performed to ensure safe performance on the job and to make sure that there was proper placement. The rules and regulations provide that information about a handicap is given confidentiality and will be respected with these necessary exceptions. Supervisors, managers, first aid and safety personnel may be informed about any work restriction or accommodations needed and for possible emergency treatment. I believe that there are probably three significant factors set forth in our guidelines. (1) The employment department is charged with the responsibility and placement. (2) The employment department should not in any way indicate that the Medical Department turned down an applicant for work. (3) The Medical Department should properly inform the employment department of sufficient information to assist in safe and proper placement. Any information acquired in connection with a person's handicap is used solely for the purpose of taking affirmative action and determining necessary accommodations if practical. In no case is it or can it be used to discriminate against the handicapped person and that all information received from the medical examinations or inquiries into an applicant's physical or mental condition must be used in accordance with job related standards.

I don't believe that our medical guidelines are unique but they will be accepted as meeting the intent of Section 503 rules and regulations and the appropriate state laws. I am sure that other employers or contractors have re-evaluated their medical guidelines in light of approved federal and state legislation as it applies to employment of the handicapped and have adopted appropriate guidelines.

To review in detail our selection process and placement of handicapped persons would be prohibitive timewise. However, I am pleased to report that management as a whole has been most pleased with the truly handicapped persons they have working for them. As a whole, management has been pleased with the handicapped persons they have and they expressed the fact that the handicapped that they have working for them are working effectively and efficiently--and have overcome their handicaps remarkably well. This substantiates the qualified handicapped individuals' position--"All we want is a chance."

I would like to briefly review with you another concept that we are finding invaluable to our facilities to implement the employment and advancement of the handicapped. This is the appointment of a Placement Coordinator for the effective placement of restricted employees and "qualified" handicapped persons who are seeking employment. We do not have Placement Coordinators in all our facilities, however, we are moving in that direction. In this area we found that a good Placement Coordinator should have extensive plant job experience. This person must work closely with the plant Medical Department and Safety Department and have a strong endorsement of manufacturing management. This latter point is imperative because without it the coordinator is just another employment interviewer. The size and type of facilities would deem the feasibility of a full time Placement Coordinator. In the case of a small facility--and we have many small facilities--it may be a part-time job with a Placement Coordinator having other duties. We have found that the facilities who have Placement Coordinators have done an outstanding job in not only placing handicapped persons as new employees but also placing employees who have been out on sick leave or have incurred work related injuries.

To shift gears, I would like to move into another area and talk to you about a new program we are undertaking, which I believe is a new con-

cept amongst contractors. In the past, employers have endeavored to place handicapped persons on existing jobs. During a recent management conference titled, "People of General Motors," the challenge to all of us was our responsibility to see that this great asset is properly managed." The outgrowth of this prompted the suggestion that, "It is not just the people who need to be constantly evaluated. If we are going to place them in the right positions, jobs have to be evaluated, too. Maybe we have the right people, but the jobs don't fit. Maybe the jobs can be changed to accommodate the people and to accomplish our purposes more effectively."

The approach I have just described is a philosophy new to the Corporation. Its application is called Ergonomics, which means to apply biological, physiological and engineering data to problems relating to men and machines. You'll probably recognize it under the more familiar name of Human Factors Engineering. A concept which has been successfully applied during the past two years by a number of GM divisions working with hourly rated employees, Human Factors Engineering, as it is being applied in GM, simply measures these human factors of people which are related to their capacity to do work. It also measures the human factors of our plant tasks and processes in terms of the human demands that those plant tasks and processes make on people. It then converts these measurements to some things you and I have always understood: cost reduction, productivity gains, and, particularly significant today, compliance activity. We believe that designing the jobs to better meet the capabilities of employees or applicants has potential application throughout the whole Corporation.

As a direct result of facilitating compliance with government regulations for employment of the handicapped, disabled and women, we can also expect cost savings or cost avoidance in such areas as plant medical visits, sickness and accident benefits, workers' compensation claims, absenteeism and voluntary turnover.

I believe that when each of us looks at our facilities we'll find that we have been designing our production equipment and building our work spaces for the average employee--and there are none.

We are very enthusiastic with this new concept and activity. We recognize that this is not the type of program that would be consummated overnight. Implementation of this new approach is going to take considerable time, but it is a step in the right direction. As I said earlier, this is a whole new ball game. All members of management in our organization and any organization should have an integral part in their commitment to employ the handicapped. If we take a positive attitude we will meet our challenge that really has more, I believe, than legal implications.

Now, at this time, I would like to show you a 12-minute film entitled, "Give Us a Chance." This film will depict some of the areas that I just covered and you will see some of our handicapped persons at work. Since there are thousands, many thousands of handicapped persons employed at the Corporation, it is obvious that we can't show you all of them but we'll try to give a cross section of handicapped individuals performing specific operations. I hope that this film will give you a little insight as to what industry is attempting to do to place handicapped persons.

EDITORS NOTE: The film was made by General Motors Photographic Division. The film is available for purchase for $35.00.

RIGHTS AND RESPONSIBILITIES OF THE STUDENT IN THE PLACEMENT PROCESS

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ABSTRACT

This paper concerns my experience in the career counseling and placement process. Also discussed are the rights and responsibilities of students as I see them and my expectations of an employer in the placement process. It is not a comprehensive presentation. Time would not allow. Hopefully, my ideas will at least provoke the reader's thinking and raise questions that he will further explore.

INTRODUCTION

Career counseling and placement services are available to all students. At the present, disabled students have a greater need. It is our responsibility to utilize them. An intensified program in career counseling and placement does not set handicapped students apart from others. It prepares us to blend into the work environment. Often the individuals who find themselves perplexed at graduation time are the ones too proud to seek these services.

Most of my help in this process came from the staff in Handicapped Student Services at Wright State University. Allow me a moment of personal indulgence to say that the individual who made the biggest contribution to my growth and development is the same one who coordinated this conference, and I say that with much pride.

When I started at Wright State, no one else wanted any part of me and my severe disability. At that time, Handicapped Students' Services' staff had to intercede on behalf of severely disabled students. Now students rely more on the university's general services. For example, the Handicapped Students' Services' career counselor is doing a great job in involving the Career Planning and Placement staff in career development of *all* students. But in 1970, the unviersity was only beginning its efforts of integrating handicapped persons. My career development, therefore, took much longer than an entering freshman will now encounter.

For the purpose of this presentation, I am classifying myself as severely disabled. I want to add, however, that the more I experience life, the less comfortable I am in placing myself in any category. I have cerebral palsy. That is a simple fact that I cannot control. I *can* control whether or not I allow it to dominate my life or handicap me.

My Career Planning and Placement Process

Before I began college I knew that I wanted to work with people in some capacity. I was discouraged by many individuals who thought my speech was too much of an obstacle. It was suggested numerous times that I become a writer, address envelopes, or work in a library since no verbal communication would be involved. I was also told to major in English to avoid any practicum experiences. Let me stress before I proceed, that this input did *not* come from anyone associated with Handicapped Student Services.

Because of all the negative reactions I got, I was confused about whether to pursue my interest in social service. I took the Strong Interest and Aptitude Test and scored highest in that area. During the first couple of years, I took some introductory courses in rehabilitation and in social work. I excelled in those courses more than any others. Yet, what could a severely disbled person do in a field like social work! I explored other areas such as journalism, nutrition and even English.

Finally, I came to the conclusion that employment was not going to be easy to obtain regardless of which alternative I chose. I decided to pursue my interest and was supported by the Director of Handicapped Student Services and the career counselor. We had several sessions. Together we agreed that while becoming a counselor or caseworker may not be a practical goal, I could apply such skills as planning, organizing, observation, research and writing to a social service setting.

I had confidence that I could successfully communicate in an office setting with the same people daily. To get a realistic evaluation of my ability to do this, my career counselor arranged five one-week observational volunteer experiences with local social service agencies. She worked very closely with the supervisor and me on this experiment, making visits on the first and last days at each agency. We were able to determine from this experience that coworkers will understand my speech within a couple of days.

When I was ready to declare a major in social work, the department was reluctant to admit me. Excluding one instructor, they all had a traditional view of the social worker and of the severely disabled. Fortunately, this instructor was in charge of practicum placements. Her commitment to find a practicum site for me contributed to the Chairman's decision to admit me. Prior to this decision, I had a couple of meetings with the director to discuss what I wanted to do with a major in social work. The director of Handicapped Student Services was involved in this process, but only as needed. I successfully completed the program, including practicums, without any exceptions or waivers, and I have been told, fostered a favorable attitudinal change in that department.

I received maximum support and counseling in my early years of college. The staff in Handicapped Student Services could see that there was great motivation on my part to do something constructive even though, at the time, I did not know what, how or if I could do it. Gradually, I gained experience, confidence and assertiveness. I became less and less dependent. I took a a very active part in my career counseling process, but it was my right to have the support I needed to get me to that point. I consider my experience very much a learning process. The university admitted me. It was their responsibility to teach me how to stand up for my rights, to look at my situation, to see my abilities, and apply them, to deal with different types of people, and to unlearn all of the negative things I had learned prior to Wright State. It is my responsibility to take that new knowledge and to apply it to the maximum of my ability.

Throughout my career counseling and placement process, I attended several seminars. These seminars covered job adaptations, skill analysis, resume writing and interviewing skills. During my last year, I worked with my career counselor on a weekly basis, sometimes more frequently. We concentrated on deeper skill analysis and developed interviewing skills and the placement process. He arranged several practice interviews with faculty I had not previously met to make the situation as realistic as possible. My phobia of interviews lessened, and I grew to feel quite confident and pleased with my ability to make interviews work in my favor.

I wrote approximately seventy letters of inquiry to social service agencies. From the responses I received, my career counselor and I selected those that looked even remotely promising. To these I sent resumes and cover letters. I also regularly checked the bulletin board in the Career Planning and Placement Office to see what job openings had been posted. In addition, my counselor had heard about a few jobs to which I applied.

Knowing my interests and the educational requirements, my career counselor informed me of the Masters program in Rehabilitation Administration and Services at Southern Illinois University. I wrote for information, applied to the program and am now working on my Master's degree.

While my placement process has not yet led to employment, I have had the opportunity to make some agency visits and talk with employers. I did get an interview for a position in a mental institution. Getting my Master's degree is going to be a definite asset and in addition, I will have the confidence and experience to deal with employers that I gained from my undergraduate placement process.

The Student's Responsibility for Placement

The student should assume responsibility for placement to the greatest extent possible. This is going to vary from situation to situation and from year to year. I mean by this that the less involved a student's disability is, the less he should need to rely on the university. Further, the more attitudes change, the less we should need to rely on the university.

Regardless of the situation, the student should research job availability. He should have a clear definition of the position he is seeking,

but at the same time, be flexible enough to consider other related job possibilities. Naturally, it is his responsibility to display appropriate dress and grooming and to act in a manner that will enhance the interview.

He should, by this time, have an idea of the adaptations or possible job restructuring which may be needed. He should be in a position to relate this to the employer effectively in the interview. His creativity should be developed to enable him to deal with new, unexpected problems as they arise on the job.

The University's Role in Job Placement

The severely disabled have never been viewed as employable. They have almost always been automatically destined for sheltered workshops. This is changing! In 1972, when I began Wright State, I saw only two or three other severely disabled students on the campus. This number gradually increased and by 1977, there were more than I could count. At my present university, there is also a significant number of severely disabled students. I am no longer unusual. Severely disabled students will not now be subjected to the prejudices and discouragement I once faced. I no longer face these things to the degree I once did.

We are coming into the university in full force and are gaining acceptance. However, we are still new and alien to employers. For this reason, it is vital for the university to provide maximum support in job placement. General efforts should be made to educate and familiarize employers with disability. Individual intervention should be made if the need arises. Students should not rely on the university to spoon-feed them nor to do the bulk of the work. I predict that in another decade, we will require only the same placement services that all students are offered. For now, we need more. Each situation must be individualized. The university should act as a resource center for students and employers and bring the two together.

My Expectations of an Employer in the Placement Process

While it is my responsibility to give a good presentation of myself, I expect an employer to be open enough to receive that presentation and not be preoccupied with his/her own prejudgments. The employer should be aware of the new laws and need for affirmative action. The employer should expand his/her knowledge of the disabled. S/he should know that we do have rights and that we do have abilities that could become assets to his/her agency or company.

Job Restructuring

There may be portions of a job that a disabled person cannot do physically, but he may be able to perform tasks included in another job. In this case, an employer needs to be flexible, shifting some responsibilities to reconstruct the two jobs. Take myself as an example. If I applied for a job that required ten hours of phone calls a week, an employer could and should be willing to give me twenty hours of paper work and my coworker twenty hours of telephone communication unless there are adaptations. As long as the work gets done and the handicapped employee does an equal amount of work, who does what should not be an insurmountable obstacle.

Interview Discussion

The interview discussion is a time for the employer to address his apprehensions honestly. By asking questions about how my disability will effect my performance, he opens the door for me to exhibit my creativity and methods of adaptation. He may see me sitting in my wheelchair and wonder how I can attend meetings away from the agency. If s/he asks, I can call his/her attention to that part of my resume that says I am able to use a walker and expand my mobility. S/he will also learn that I can use public transit and that my walker folds to fit into a car. I can tell him/her that I would use a tape recorder at meetings and type notes or reports when I get back to the office.

In the interview, the employer should tell me what my duties are. If some of them are impossible, we should discuss job restructuring as mentioned earlier. The interview itself should be no less easy or difficult for the disabled person than for any other interviewee. It should, hopefully, be the beginning of a good honest relationship between employer and employee.

SUMMARY

Until we reach the point where employers readily accept the severely disabled as capable of successful and competitive employment, the university needs to provide students with maximum assistance. I earned a degree. It is my right to put my degree to use and to feel that the years spent in books, papers and exams were worth my time and effort. I need specialized individuals to help me get this opportunity. Otherwise, my energy, the university's efforts and your tax dollars were wasted.

It is up to the university to decide who provides these planning and placement services. It could be within the handicapped student services program or within the general placement office. In either case, it is definitiely the university's responsibility to provide this service. No one is eager to hire an individual like myself or others, who on the surface, appear to be so limited. It is nothing unusual. We all fear the unknown. But think about it. Once we understand the unknown, we almost always realize our fears were based on insufficient information, no information at all, or on myths.

This happened years ago, but it is still clear in my mind. I had never seen or heard of a nun until we moved to the city when I was six years old. My mother took me downtown to see Santa. I became terrified and screamed, "Mommy, look! There's a witch!" After my mother explained to me about Catholic nuns, my fear left and never came back. I think this is the same thing employers are going to have to do. They must scream out their fears about hiring individuals such as myself. I see the university in the "mother" role of dismissing the fears so that I can get close enough to present myself and my abilities.

CAREER COUNSELING: A STUDENT PERSPECTIVE

Nancy Willing, Southwest State University

ABSTRACT

Career counseling is an important part of any student's education. It is especially helpful for the handicapped student who, because of physical limitations, may not be able to go out and seek job information to help them in choosing a career.

WHAT KIND OF CAREER COUNSELING WOULD HAVE BEEN OR IS OF HELP TO YOU?

I feel career counseling should begin with a counselor who knows the student as an individual and who understands their handicap along with interests, abilities and limitations. This will better enable the counselor to assist students in seeking careers that are right for them.

It's important that the counselor feel comfortable around the handicapped student because much more can be accomplished. This type of situation makes the handicapped student feel more confident and that their counselor is truly taking an interest in helping guide them toward a career in which they are interested.

After the counselor knows the students and their interests, he should introduce the various types of careers and give the student a general idea of what they involve. This will give the students a chance to consider all the possibilities that are open to them and they can then select the field in which they are interested.

When the students have focused on a particular career they should talk to people who are in that field. Find out what responsibilities they have in their job and what would be required of them if they were employed in that field.

The student should then talk it over with the counselor and together they should consider whether the handicapped students, with limitations can take on the responsibilities and whether they can fulfill the requirements. From then on it's pretty much up to the handicapped student as to whether he/she has chosen a field in which he/she can function and be an asset to his/her employer.

AT WHAT POINT IN YOUR ACADEMIC PROGRAM DO YOU FEEL CAREER COUNSELING SHOULD BEGIN?

I feel career counseling should begin early in high school because it gives the student more time to explore the areas in which they are interested.

It especially gives a handicapped student more time to ask questions and get information from their career counselor and from those employed in that field.

By beginning early in high school the student still has a couple of years before entering college to choose a particular field.

In college the students academic advisor will act as career counselor. A college academic advisor is more informed about job-seeking skills and requirements and can better prepare the students as to what is expected of them. The advisor will direct the students towards courses that will help prepare them for the career they have chosen.

DO YOU FEEL CAREER COUNSELING SHOULD BE ANY DIFFERENT FOR DISABLED THAN FOR OTHER POPULATIONS?

I feel the major portion of career counseling should be the same for the handicapped student and the able-bodied student. The portion consisting of the introduction of the various types of jobs, talking with people in the student's particular field and courses directed toward graduation in that field.

I think the only difference for a handicapped student is that in addition to everything else they, along with their counselor, have to consider the limitations as well as abilities connected with their disability.

There will no doubt be jobs that a handicapped student with any amount

of limitations won't be able to approach. It's because of the handicapped students' limitations that I feel they need more counseling than the able-bodied students.

CAREER COUNSELING: A STUDENT'S POINT OF VIEW

Larry Freeman, Wright State University

My name is Larry Freeman. I am a sophomore at Wright State University, currently attempting to become the first disabled student to major in the Theatre Department at Wright State University in acting.

I have been asked to give my views on career counseling. There are three types of career counseling of which I am aware. The first is the use of a career planning and placement library. This is a library of books, like any other library, but all of the books in some way deal with careers. They tell things about all the different kinds of jobs there are in the world, and where these jobs are located (big city or small town). They describe a little bit about the city, the kinds of people who live in the area, the life style, and the kinds of people who might be working at the job. The people are described by their relative ages, background, economic condition and level of schooling. Still more important is the information about the job itself, the working condition, rate of pay, skills, benefits and outlook for the future of this career. Also one might find out about some of the sideline personal traits and talents such as getting along well with people, that might enable you to get the job over another applicant. The biggest major problem I have had with the career planning and placement library idea is it makes everything seem possible, even easy to me--sometimes too easy. I see someone doing it in a book and I get to feel there's nothing to it. I think what I'm trying to say is a library can't take into account all the things particular only to your own personal situations, such as your income, health and personal mobility at that time.

The second kind of career counseling experience is cooperative education or work study. This is a system of getting real work experience for pay and grade credit in your "hoped for" career field. This is a fine career counseling method but, up until this point, hasn't played a very important part in my life because I have had only one summer in this program. I hope that it will play an important part in the remainder of my career at Wright State.

The kind of career counseling that has been most helpful to me has been one-to-one counseling with my advisors. They have helped me with many problems in my two years at WSU such as telling me of services like Bureau of Vocational Rehabilitation. They have also helped me get into some of the theatre classes by going down with me and talking to some of the people in the Theatre Department. We have also been working on assertiveness and confidence building. Just talking to someone about these problems has helped greatly. I wish I could have had assertiveness and confidence training at a much younger age in school. My ego took a pounding from several problems including being bullied, viewed as the "baby" by my family.

In answer to question two, I feel that by the 8th or 9th grade a disabled student or any student should be given the opportunity to start looking for or at least thinking about possible careers. One of the big problems I am faced with in my attempt to gain entrance into an acting career is a lack of information about people and organizations which provide the services I need to further my career. For example, I don't know any place that would employ a disabled person in theatre. Nor do I know of adaptive equipment that might be available to help me meet my needs and the needs of the organization to do my job well.

I am saying this on the assumption that most nondisabled students have learned or know where they can learn this. They have learned what to look for once they have decided on a career. In fact, I only learned of Wright State as I was ending my senior year at Princeton High School. I only learned of the National Committee of the Arts

for the Handicapped as I was finishing my second year at WSU though I have been seriously interested in an acting career since the 8th grade at Condon.

In answering the third question should a disabled person be counseled differently from other persons? It depends what one means by different. If by different the public means hunting and looking for special services such as school equipment, adaptive transportation, or even planning for a career earlier than the nondisabled person, I would say yes. But so often it seems to me that the minute people start thinking <u>different</u>, it almost automatically in the general public's mind means limited. People think well after all there is only so much a "handicapped" person can do so we'll talk him or her into thinking "realistically." I got this a lot at home and in school. "We'll get him a nice quiet sit down job so he won't hurt himself. Don't be a leader. Don't do anything physical or active for your life's work." I had the opportunity to take part in a conference like this one on disabled persons held by Sinclair College called "With Your Help I Can Learn." It dealt with disabled persons in education and such things as accessibility of buildings, civil rights of disabled persons, and attitudes of the public about disabilities. We saw a film about a blind Viet Nam veteran trying to find employment in the communication field. We broke up into two groups called "ok jobs for a blind person" and "not ok jobs for a blind person." This example I think can be used for all disabled people. I was put in the "not ok jobs group" and we came up with what we thought was a pretty good list of not ok jobs. At least that was what we thought. After the two groups got back together for about an hour of discussion, however, we found that there were few jobs that could be called totally off limits to a blind or other disabled persons. With just a little imagination and some adaptive equipment a disabled person could find something worthwhile to contribute to any profession.

CAREER PLACEMENT FOR DEAF STUDENTS: THE NTID APPROACH

Victor J. Maguran, National Technical Institute for the Deaf

ABSTRACT

While legislation exists to guarantee equal employment for handicapped people, progress should not come from adversary relationships between employers and employees. Rather a cooperative spirit should prevail in order to better understand the fit between the social and economic needs of handicapped people and prospective employers. However long term gains for handicapped people will be dependent upon their preparation and training to enter the "world of work." Therefore education and training programs must demonstrate their ability to meet the unique needs of disabled students in innovative ways. Management and organization strategies, used so successfully in business and industry, are now proving to be helpful in producing services for handicapped people in educational settings.

People have been discussing jobs for handicapped people for some time. It's a theme I'm sure you have heard before. The fact is, placing handicapped people in jobs has been a national goal since the establishment of the President's Committee on Employment of the Handicapped in 1947, and while this social and economic goal has not changed, the ways in which we are attempting to achieve it are in fact changing very rapidly. Portraying handicapped people as pitiful creatures who need our favors and sympathy is now being clearly recognized as counterproductive to the goals of handicapped citizens and society in general. Openness, frankness, and honesty are slowly proving to be better methods in changing attitudes and acceptance of disabled people. (Ruffner, 1978) While employer resistance toward accepting handicapped people in the work place is still more emotional than cognitive, progress is being made to intelligently explore the fit between the social and economic needs of handicapped people and the needs of prospective employers. Today we seem to better understand that handicapped people can represent a gigantic untapped reservoir of talent and skills--the value of which we are only beginning to comprehend and appreciate. As a nation, we are also coming to learn that the concept of work goes far beyond being a source of income. Work and the work ethic have intrinsic benefits--to the individual and society. Work provides not only dollars, but a vital part of most peoples sense of values. Because of the importance of work we also better understand the social, political, and economic consequences of separating millions of Americans from productive jobs and productive lives. Fortunately, the ways we are viewing handicapped citizens, and the way handicapped citizens are viewing themselves are changing.

LEGISLATIVE FOCUS

Legislation designed to benefit the handicapped has been on the books for a long time. However, no law has more potential for promoting the cause of the handicapped than the Rehabilitation Act of 1973. This law and its 1974 amendments not only provide for increased rehabilitation services but also require employers to take affirmative action on behalf of people with disabilities. "Hire the handicapped" is now more than a slogan...it is a directive. And guidelines for compliance have been analyzed to help translate that legislation into real action. The handicapped have now become a minority whose job rights are written into the law of the land.

HUMAN CONSIDERATION

It would be regrettable, however, if real progress could only come from adversary relationships between employers and employees based on legal rights. Least of all do handicapped people want to make progress on this basis. Nevertheless, this legislation will certainly help to set priorities for companies of good will whose fine intentions sometimes get deferred or sidetracked by the many other worthwhile activities that compete for attention and funds. While opportunities for equality in employment now exist, the question is, can handi-

capped people fit into this rapidly changing world of ours? Certainly they can! However their long term success in employment will be dependent upon their preparation and training.

MANAGEMENT/SYSTEMS SCIENCE AND HUMANISM

For handicapped people, a major goal is to have an opportunity to compete equally and fairly in the "outside world." They are not looking for favors--only an equal opportunity to succeed or fail. Given this goal, it is here, in this arena that we as educators, and placement professionals can contribute and impact the most. For without competitive employment skills and aggressive and imaginative job placement strategies little long term gain can be achieved.

Education, training, and successful job entry are of course the gateways to achieving career success for handicapped persons. While I am sure that no one can point to a universally acceptable and proven method of career development and placement for all disabled students, several recent developments seem to demonstrate that career success for severely handicapped students can be achieved.

Efforts to meet the needs of disabled students in a post secondary environment are already occurring at a rapid pace (Koestler, 1978). Several colleges and universities are learning more about the needs of disabled students through research and much actual involvement of disabled students themselves.

Perhaps nowhere in this country is more being learned and developed to meet the career development needs of a severely disabled population than at the Rochester Institute of Technology. At RIT a truly unique pioneering effort, designed to reverse employment trends for deaf people nationwide, is receiving international acclaim. I am referring to the National Technical Institute for the Deaf. Established only ten years ago by the Congress, NTID has become a national educational resource in obtaining and producing information on the occupational economic, educational, communication, and personal/social accommodations of deaf people.

Today as NTID prepares to enter its second decade of service to deaf persons, it can reflect upon its past with pride in its accomplishments. Pride in the fact that it has met head on and overcome some of the greatest challenges and barriers that prevented many deaf persons from enjoying the career success they desired and deserved. During the last eight years over 800 talented deaf men and women have completed NTID's career based programs. Of those graduates choosing to directly enter the labor market over 95 percent were placed in meaningful and rewarding careers. More importantly, however, is the fact that not only were these students able to find jobs, but approximately 94 percent of these jobs were in the area for which the student was trained at a level of education.

ANATOMY OF SUCCESS

What are the major ingredients that have contributed to this placement success? What have we learned which may be useful to you?

For those who feel that it is the placement program that is responsible for success or failure in enhancing job opportunities for handicapped people, I must quickly say you are only partially right. While a placement program does play a critical role in total career development of a deaf youngster, success or failure must be viewed from a larger institutional or organizational perspective. With this in mind it appears that much of NTID's success can be attributed to a process of career development and management that clearly permeates every fiber of the organization. NTID has seemed to develop a system whereby all of the elements (component parts of an education system) are bonded together in such a way that the whole assumes greater strength than the sum of its individual parts. The linking pin throughout this process is a fundamental commitment that each deaf student is maximally successful in reaching his/her career choice.

MANAGEMENT--ITS ROLE IN THE SERVICE, NOT-FOR-PROFIT ORGANIZATION

The system of organization and management that steers and guides the National Technical Institute for the Deaf in meeting its responsibilities to deaf students can be helpful in other educational environments. The word "management" however is a very different word to define. It is, according to Peter Drucker (1973), specifically American and can hardly be translated into any other language,

not even British English. It denotes a function, but also the people who discharge it. It denotes a social position and rank, but also a discipline and a field of study.

While management is hard to define it is critical to our society. Again Drucker (1973) indicates that there can never be a return to an age of management ignorance and obscurity. He says, "Our society has become within an incredibly short fifty years, a society of institutions." "It has become a pluralist society in which every major social task has been entrusted to large institutions--from producing economic goods and services to health care, from social security and welfare to education, from the search for new knowledge to the protection of the natural environment."

Use of the state of the art management in educational organizations does not however preclude a genuine concern and focus on people. Indeed it can complement that concern. Management of course is not culture free. It is a social function and is therefore sociably accountable.

When organizations do not respond to the needs of their publics it is not necessarily because of an absence of management, but rather that management has come to misconceive itself as the end and the institution as the means. As soon as an organization begins to serve itself, its energy flows inward and an increasing impersonal face is turned to its original client group and a bureaucracy is born. If disadvantaged citizens are to make headway, we cannot as a society tolerate this type of organizational response.

What process will better help us focus on the needs of a client group? During NTID's brief history we have learned that there are several elements to managing a special purpose institute. I believe they are very important:

1. The function and mission of the Institute must be clearly defined and broadly communicated. In short, everyone, including every staff member, should know what your business is and what it should be.
2. Broad institute goals and objectives should be established through need analysis and they in turn must relate to the organization's functional mission.
3. Realistic priorities as well as minimum standards of performance should be established.
4. Milestones and deadlines for programs and projects should be negotiated.
5. Accountability centers should be clearly identified.
6. Indicators of institutional performance need also to be defined and measured regularly, and
7. Systematically fedback into the system to insure that products, ideas, and services that are no longer meeting consumer needs are removed while promoting appropriate institutional growth and vitality.

CAREER DEVELOPMENT

As mentioned earlier, the linking pin through the management process is a fundamental concern that each deaf student at NTID is maximally successful in reaching their career goal. To achieve this goal requires a career development perspective which will focus on opportunities and experiences throughout a deaf person's life which facilitate earning a living while living a life (Bishop and Clarq, 1975). As such, counseling and other learning experiences must be provided in an orchestrated and systematic manner which promote greater awareness and understanding of self as well as the opportunities, benefits and limitations of the world of work.

PLACEMENT PROGRAM

Thus far we have learned that while the strength of a career development program for handicapped persons lies in its unity and collectiveness, the integrity of the system is dependent upon the viability of its individual components. Each unit, department, office or division must be responsive, innovative, and well organized and managed. With this in mind what then have we learned to be the key ingredients in our efforts to help deaf students reach the careers which they seek? I believe there are six.

1. Focus on the uniqueness of each student. Early in our development we learned that because of the variations that existed in our programs and in the characteristics of our students no singular method of placement would produce the results deserved by our clients. As a result each student is viewed as a unique individual with broad gradations of strength and weakness. Consequently, placement counselors interact intensively and selectively with students throughout the student's pro-

gram, searching, as a team, for the best strategies needed to reach a predetermined career goal. The concept of selective placement--closely matching student to job and career-- is costly, but treated and viewed as in investment, the long term rewards are great.

2. Staffing philosophy. For years there has been a chasm between various professionals involved in placing handicapped persons and prospective employers in business and industry. In an effort to provide a healthier and more contiguous relationship, NTID learned that our placement professionals must be aware of the needs of the deaf, but also be equally alert to the needs of perspective employers. We found it imperative for our staff to be strongly skilled in understanding the complexities, subtleties, and dynamics of modern organizations as well as understanding the deaf. Both groups must be served. To focus on one, at the exolusion of the other, most certainly diminishes the probability of success for each. Today's professional employment development and placement person must indeed have a wide array of skills. He/she must be a coach, counselor, manager, change agent, quality control specialist, and marketeer. These skills, plus several required personal attributes, such as integrity, motivation, and creativity make personnel one of the elements key to successfully placing handicapped persons in rewarding careers.

3. Style with employers. As just suggested earlier few construction bridges between education and industry exist. Skeptism, miscommunication and even mistrust exist between the factions. While individuals in rehabilitation and education have good intentions their behavior has not always been perceived by employers as congruent with their needs. For years employers have been inundated with requests and even demands to modify their "modus operandi." While these demands have been justified, they have not served well to build professional, nonemotional relationships that impact positively upon successful participation of handicapped individuals in organizational environments. At NTID we feel that we serve the needs of handicapped citizens better by developing long term mutually beneficial relationships with employers. We work cooperatively with employers in systematic, intelligent, helpful and decisive ways which reduce their risk while enhancing the probability of success for deaf people. Keep in mind that NTID's placement record was exceeding 95 percent prior to recent affirmative action legislation. The fundamental reason was NTID students were prepared for their chosen field of work. They had the skills demanded by employers!! We asked no favors, we exerted no force.

4. Management and organization. Effective use of management and organization principles in placing handicapped students can spell the difference between success and failure--especially in light of limited resources. It should be clear at this point, that intelligent planning, organizing, staffing, controlling, and leading are no longer options to the successful professional placement manager. Our clients are rightfully demanding services that force us to be very good at our job.

5. Strategies. To accomplish the placement of deaf students requires approaches that are imaginative and aggressive. The passive philosophy employed by many traditional placement departments over the years simply has not worked for handicapped or disabled individuals. Huxley once said, "It is not very difficult to persuade people to do what they are already longing to do." However, it is reasonably safe to conclude that employers have shown little evidence in the past of "longing" to provide career opportunities for disabled individuals. Given this situation, the choice is clear, we must work hard to persuade employers that it is in their best interest to provide equal employment opportunities. There are several ways to accomplish this. One approach that NTID has adopted has its roots in modern marketing--not the kind of blatant promotion that sells soap or deoderant, but rather a totally integrated marketing/management orientation in which we see our role as identifying and serving the evolving needs of students and employers. This philosophy definitely is centered on consumer needs and assumes that we "profit" most through service to and satisfaction of our customers--both students and employers. We do use advertising, promotion and direct contact but it is always professional, tasteful, and accomplished only after thoughtful consideration and analysis.

Returning to strategies, we have learned that the career placement for deaf students is best served through a triangle of services. Services pro-

vided by an employment development team, a career placement team, and an occupational research team.

The employment development team are our national explorers whose job it is to build long term relationships with employers. This process is initiated by research and planning of such factors as labor market situations, long range economic projections for various communities, and geographic areas with respect to their general attraction for the deaf. The next step is to identify and contact prospective employers in a community who may react positively to deaf employees.

Employment development personnel, recognizing that they cannot change negative attitudes overnight, work slowly and patiently in an effort to lead employers to re-examine their assumptions, attitudes and hiring and promotional practices regarding employment of qualified deaf people.

While the employment development group prepares the way for new career opportunities, career placement people begin, as part of a professional team consisting of career, academic, and communication counselors, to impact on students soon after they are admitted to a career program. Occupational information is provided as well as knowledge and information regarding the job search and survival process. Various work experiences through co-op programs are provided and as a student nears program completion the career placement specialist and employment development specialist confer regarding potential employment. Through this process it is often possible for the career placement specialist to begin contacting organizations that have already been deeply immersed in the job development process.

6. The feedback loop. Earlier, I mentioned that NTID is able to look back upon its brief history with pride. However, perhaps the greatest lesson that we have learned is that no success is forever. The past is simply a prologue to the future and yesterday's success should be rigorously but thoughtfully abandoned if it fails to serve a purpose today.

In order to maintain organizational health and vitality a systematic approach to audit outcomes versus intents must be operational. Quality control at NTID has many elements, however, two feedback mechanisms deserve special attention. Both serve as a barometer of NTID's impact on reversing employment conditions among deaf persons. One strategy for feedback and quality control is relatively subjective and informal but ongoing and continuous while the other is highly formal and clinical but provides macro information at regular intervals.

NTID's Graduate Feedback System (GFS) is perhaps the most rigorous and carefully designed program for providing information to program planners on the labor force status and mobility of graduates that is available. This effort provides a periodic "snapshot" description of all NTID graduates and their accommodation in the world of work. On the other hand, Career Placement Specialists, being the closest to students and employers, also function as a critical link in providng valuable information to each academic program manager on a continuous basis relative to the placement progress of each individual student under their stewardship. Both approaches allow program planners to adjust and modify their curricula based upon informed decisions rather than mere speculation. Through this team effort the organization is more able to respond to the changing needs of employers and students. Consequently both benefit--employers by hiring highly trained competitive workers who can contribute to the employers goals and students who are more able to achieve long desired career and broader quality of life goals.

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MEETING CONSUMERS' NEEDS THROUGH SPECIALIZED EMPLOYMENT SERVICES

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ABSTRACT

Employment counselors must be able to make all services and materials accessible to disabled students, and to counsel the students about sensitive issues regarding employment. (S)he must also be prepared to assist employers in matters pertaining to architectural and attitudinal barriers, job modification, and tax relief.

The passage of Section 504 of the Rehabilitation Act of 1973 has raised a number of legitimate concerns on the part of individuals involved in employment services for students at the postsecondary level. Employment services may be provided by the graduate and alumni placement office, the cooperative education department, the Work-Study Office, a departmental internship program, or student teaching and clinical experience. All employment service programs must be prepared to deal with issues which may arise in providing their services to students with disabilities.

ARCHITECTURAL BARRIERS TO CAREER COUNSELING

The first major concern is the physical accessibility of the placement office. In situations where the placement office serves mainly as a counseling center, arrangements can be made for the placement counselor and student to meet at an accessible location. The placement office frequently serves as a resource center by providing information concerning employment, financial reports from various firms, information about the process of resume writing and interviewing, and evaluations about placement opportunities. Placement offices have an obligation to provide these materials to all students including physically disabled students. A possible solution to this problem may simply be to make a second set of these materials available at an alternate, accessible location such as the library or the office of disabled students' services. Another solution might be to make material available on a 24-hour loan basis. What is important is that all materials and services be made available to the student regardless of the physical accessibility of the office.

A second accessibility problem is that of making the information in the placement office usable by persons who cannot use print. Notices about employment possibilities, schedules of recruitment visits, part-time job openings, and lists of job possibilities must be made available to the print disabled. Whether a placement office decides to make such information readily available through the use of up-dated tape-recordings or through the availability of personnel to read information to the print disabled is a matter which can be decided by the placement office.

ATTITUDINAL BARRIERS TO CAREER COUNSELING

Placement offices which have not provided services for individuals with disabilities will have to overcome a series of unfamiliar and perhaps difficult hurdles before disabled students can receive equal treatment. The first of these hurdles is the elimination of any attitudinal barriers which counselors may have. Counselors must be educated about the needs of individuals within certain disability groups. How long this process takes will be determined by the following factors:

1. Size of the department,
2. The level of awareness already present within the counselors,
3. The number of disabled students availing themselves of placement services,
4. Whether placement is optional or mandatory,
5. The characteristics of the work placements, and
6. The presence of a career counseling component.

The first step in the removal of attitudinal barriers is the orienting of placement counselors to the general

disability groups. The problems which may arise for individuals within these groups include ways of compensating for handicaps presented by various disabilities, and the myths which exist among employers concerning the problems encountered when hiring handicapped persons. Before placement counselors can actually become involved in assisting disabled students to find employment, they must recognize their own attitudinal barriers and must be able to view disabled students as needing their expertise and assistance. The fact that these students have disabilities should be secondary.

Until these attitudinal barriers are overcome, there is always the danger that the counselor will unconsciously guide the students away from certain employment possibilities toward more stereotyped positions. The presence of attitudinal barriers on the part of placement counselors may take the form of:

1. Procrastination in working with the student.
2. Procrastination in seeking job possibilities.
3. Referral to positions generally unacceptable to nondisabled students.
4. Referral to positions for which they are not qualified.
5. Inability to assist the prospective employer in understanding how the disabled student could function in a given work situation.
6. Inability to provide supportive counseling to the disabled student.

CAREER COUNSELING FOR THE DISABLED INDIVIDUAL

The disabled student may have grown up in a segregated environment such as a school for the physically handicapped, for the blind, or for the deaf. Frequently, these students are not aware of the range of possibilities open to them, nor are they necessarily confident about how they can function in an environment which has not been adapted for their special needs. Unlike the disabled individual who has a realistic understanding of his or her abilities and how to overcome the handicap presented by the presence of a disabling condition, these students should be guided to an understanding of their roles as employees and to an appreciation of themselves, their abilities and their limitations. There may be times when the only way for students to recognize limitations within themselves will be when they attempt to fail. Reality testing is essential to the recognition and understanding of one's own abilities. Equally important is the realization on the part of the counselor that the student is in the best position to decide what (s)he can or cannot do. It is not the counselors' function to screen out or to categorize certain possibilities as being more feasible or less feasible for individuals with a particular disability. This is not only a continuation of the type of stereotyping which has gone on for years, but it is also blatant noncompliance with both the letter and intent of the 504 legislation. The counselor and student, together, can learn the possibilities and limitations which a particular job may hold.

JOB SITE ACCESSIBILITY

Placement counselors who become involved in job development will have to become attuned to the characteristics which render a facility inaccessible to the physically disabled individual. There is currently a plethora of materials available on the topic of architectural accessibility available at no charge from the President's Committee for Employment of the Handicapped. The counselor, with practice, will scan the job site automatically for the presence of ramps, accessible bathrooms, accessible water fountains, telephones, elevator button panels, or barriers such as narrow aisles, narrow doorways, high-pile carpets, inadequate parking for the handicapped, and inaccessible transportation, to name a few. Both the student and the prospective employer are depending on the counselor to identify the more obvious problems of site accessibility.

An inaccessible job site does not mean that a firm should be discounted as a possibility for the placement of mobility impaired students. In fact, the 504 legislation requires that "reasonable accommodation" be made for the disabled employee. Section 2122 of the Tax Reform Act of 1966 provides employers with a tax deduction of up to $25,000 a year for the removal of architectural barriers. Far from the perfect solution to the problem of architectural barriers, this law assists employers in making initial inroads to the problems of accessibility.

MYTHS ABOUT HIRING THE HANDICAPPED

The placement counselor frequently finds him or herself in the position of trying to "sell" a prospective employer on the idea of hiring a qualified student. When the student has a disability as well, the task takes on additional concerns. Employers cite one of several commonly held beliefs as justification for why they could not hire a person with a disability:

1. Hiring the disabled causes company insurance rates to rise.
2. Handicapped people have more accidents than the nonhandicapped.
3. Disabled employees have higher absentee rates.

Insurance rates are set on the basis of the number of accidents which have occurred at the company in the past. Hence, the hiring of a disabled individual will not automatically cause the insurance rates to skyrocket. Likewise, the accident rate for disabled people is not higher than that of the nondisabled. Numerous reports from various agencies which have a long history of hiring the diabled indicate that there is no validity to the claim that the accident rate for disabled employees is any higher than that of nondisabled employees. In fact, a study conducted by the DuPont Company indicates that "96 percent of its handicapped employees rated average or better in the area of safety both on and off the job" (Wolf). According to that study, 79 percent of the disabled employees rated "average or better than the total DuPont work force" with respect to attendance (Wolf).

JOB MODIFICATION

Once the placement counselor has broken through the problems of architectural and attitudinal barriers to the employment of individuals with disabilities, (s)he will frequently need to attend to the matter of job restructuring and/or physical adaptations which may be necessary in certain situations. Job restructuring begins with the identification of job-related tasks which are peripheral to the position and those tasks which are an integral and an essential part of the position. Reassigning or altering these peripherally-related tasks may then make the position accessible. For example, if a deaf person applies for a position as accountant with a firm, this individual cannot be rejected on the basis that (s)he cannot answer the telephone. Efforts must be made to restructure the job, reassigning or altering the tasks involving telephone work, unless the employer can show that telephone work is an integral part of the job which cannot be reassigned, redesigned or modified in any way.

Likewise, if a disabled individual is qualified for a position, but is in need of adaptations in order to perform in the job, the employer must work with the individual to ascertain what aids, adaptive devices, and modifications must be made to make it possible for the applicant to perform the job. Frequently, the employer and applicant can turn to the vocational rehabilitation agency for assistance in identifying ways to make a job accessible. It is not unusual for the vocational rehabilitation agency to provide, on an on-loan basis, aids and adaptive devices which would make it possible for a client to function in the position. The disabled student and placement counselor should work together with the employer and the vocational rehabilitation agency to investigate ways to modify the job.

EMPLOYER ASSISTANCE

There are various incentives for employers to encourage them to hire disabled employees. Several of them were mentioned earlier such as: $25,000 tax deduction for removal of architectural barriers, consultation concerning job restructuring, and assistance with auxilliary aids by the division of vocational rehabilitation. There are other ways to provide encouragement about hiring disabled individuals. One way would be through a brief but thorough consciousness-raising orientation program. Most state and vocational rehabilitation agencies have printed audio-visual materials which they use to develop employment possibilities for their clients. Usually there are placement counselors on staff whose responsibility it is to "sell" prospective employers on the concept of hiring the disabled.

One important consideration in encouraging employers to hire a disabled student is the sensitizing of other employees. There is no quicker way to spread resentment toward people with disabilities than to "dump" a disabled person in a work situation

without preparing the supervisor and coworkers adequately. A short orientation program for coworkers can lessen uncertainty, discomfort, and misunderstandings.

Another source of materials comes from the President's Committee on Employment for the Handicapped (Washington, D.C., 20210). This government agency provides printed information, free of charge, on a wide range of topics.

In some cases, employers can receive a tax credit for the employment of disabled individuals. The employer cannot be a nonprofit corporation, and the disabled individual must be a client of an approved vocational rehabilitation agency. The credit is 10 percent of the first $4,200 of wages earned by the handicapped individual who was involved in a rehabilitation program (Standard Federal Tax Reports).

The National Alliance of Businessmen (NAB) is an organization which focuses on the training and employment of the disadvantaged, the Vietnam-era veterans, the disabled, and the ex-offenders. The NAB can provide assistance, advice and education concerning employment of the disabled (1730 K Street, N.W., Washington, D.C., 20006).

LOCATION OF EMPLOYMENT SERVICES FOR DISABLED STUDENTS WITHIN THE ORGANIZATIONAL STRUCTURE

Employment services for disabled students, to be most cost-effective, should be integrated in the existing structure of employment service programs. There are several ways this can be done. At Northeastern University we held a series of day-long orientation workshops for the placement coordinators in the Cooperative Education Department. The first workshop was a general orientation and consciousness-raising program designed to introduce the general disability groupings, the common needs of individuals in these groups, and coping mechanisms. The second workshop covered employment and the disabled individual. At this time the coordinators were provided with issues they would confront in developing placements for disabled students such as architectural barriers, attitudinal barriers, transportation problems and ways to deal with these problems. The third workshop concentrated on helping the disabled student become job-ready, preparing resumes, and the job interview. Since each coordinator at Northeastern is responsible for students within particular disciplines all coordinators are expected to work with disabled students. Among the programs of study represented are nursing, physical therapy, speech and hearing, special education, and several other allied health areas. Coordinators can confer with their colleagues about questions which may arise, or they may contact the University's Office of Services for the Handicapped.

An alternative to this method would be to have one placement coordinator take prime responsibility for working with disabled students. This individual could be one of the existing members of the staff. In this case it might be well-advised for the individual to become educated in issues concerning disabled individuals and employment. It would be useful for this individual to maintain relationships with individuals in rehabilitation, employment organizations for the disabled, and disabled students' services programs. A variation of this arrangement would be to hire an individual with vocational rehabilitation experience.

A fourth suggestion is the expansion of existing disabled student services to include employment services. This would entail increasing the staff to include an employment specialist who would become involved in placement and job development. Variations of this could include an employment specialist paid partly out of the disabled student services department and partly out of the placement office or a formal consultation between the placement office and the office of disabled student services.

Of all the possibilities mentioned above, the preferred method--and that which is most in tune with both the spirit and letter of the law--is the one which provides services in an integrated setting and at the same time deals with the varied and yet specialized needs of the disabled students. Though secondary to the issue, this integrated method also results in raising the consciousness of another segment of society and breaking down existing attitudinal barriers. These factors, together with the factor of cost effectiveness, is the reasoning behind Northeastern's choice of methodology.

See the Appendix for additional information on resources in career development.

APPENDIX

Cooperative Education and the Handicapped Student A Package for Orientation Workshops

Speakers

General Orientation on Disabilities

State Rehabilitation Agency
Fee: Usually Gratis

Most state rehabilitation agencies have a public information division with individuals who are available to explain the services provided by the rehabilitation agencies. Such individuals can provide information concerning the agency's role in rehabilitating and habilitating the handicapped person, training the disabled individual for gainful employment, assisting through the agency to assist handicapped people, and general information concerning the problems of people with disabilities.

State Agency for the Blind
Fee: Usually Gratis

In some states, the Agency for the Blind is a part of the rehabilitation agency; in others, it is a separate agency. Regardless of where the Agency for the Blind falls within a state's organizational structure, it will nevertheless employ individuals who educate the public about blindness. These individuals can provide information on how to relate with a blind person, the problems of the blind, the experience of being blind, the various types of blindness, how blind people cope, counseling the blind, and how to help a blind person.

State Agency for the Deaf
Fee: Usually Gratis

Like the State Agency for the Blind, the State Agency for the Deaf may or may not be a part of your state's rehabilitation agency. Representatives from the State Agency for the Deaf can provide information on the types of deafness, the problems of deafness, the psychology of deafness, communication with deaf people and the types of employment possible for deaf people.

Legislation

U.S. Department of Labor
Employment Standards Administration
Office of Federal Contracts
Compliance Programs
Fee: Usually Gratis

Representatives from this federal agency are available to provide specific information concerning the demands placed on institutions, agencies, and business with respect to equal employment opportunity for the handicapped. Information is available concerning what the law requires of employers, what constitutes noncompliance with the legislation, complaint investigation, and penalties for noncompliance with the legislation.

National Center for Law and the Handicapped
1235 North Eddy Street
Sound Bend, Indiana 46617
(219) 288-4751
Fee: Transportation and Consultation
Thomas P. O'Donnell, Attorney

Tom O'Donnell can provide specific information concerning the requirements of the recent legislation, Section 504 of the Rehabilitation Act of 1973. He can outline what would constitute noncompliance on the part of postsecondary institutions, and can provide assistance in interpreting the legislation with specific reference to each individual institution.

Materials

President's Committee on Employment of the Handicapped
Washington, D.C. 20210

This agency provides a great deal of information concerning handicapped individuals and equal opportunity. To obtain material you need simply write and ask for information on specific areas of interest to you. They can also provide multiple copies of certain publications which may be useful in job development for handicapped students.

U.S. Employment Service
Manpower Administration
14th St. and Constitution Avenue, NW
Washington, D.C 20210

This agency has prepared a series of interviewing guides for specific disabilities. The guides are available on the topics of epilepsy, diabetes, visual impairment, legal blind-

ness and blindness, the mentally restored, heart disease, alcoholism, hearing impairments, and mental retardation. It is available free of charge.

Multi-Resource Centers, Inc.
1900 Chicago Avenue
Minneapolis, Minn. 55404

The Minneapolis Rehabilitation Center has developed a publication entitled Job Seeking Skills Reference Manual. The cost of this manual is approximately $7.00. It provides information concerning completion of an application, handling one's self in an interview, and interviewing techniques. Of specific interest to individuals providing career counseling and placement for handicapped individuals are the sections in the manual which deal with problem situations in an interview such as those individuals with a physical disability, prison record, history of frequenty job change, emotional problems, memory problems, etc.

Films

"The Surest Test"
Rental Fee: None

Ten minutes Available through the Easter Seal Society, 521 Second Avenue, West, Seattle, Washington 98119.

"All Things on Wheels Aren't Equal"
Rental Fee: None

Available from Hofstra University, Director of Programs for Higher Education of the Disabled, Hempstead, Long Island, New York 11550. Attention: Harriet A. Griffith.

"Beating the Averages"
Rental Fee: $12.50

Available from the National Audio-Visual Center, National Archives and Records Service, Washington, D.C. 20409. (Sometimes available through the State Committee on the Handicapped).

REFERENCES

Standard Federal Tax Reports, Commerce Clearing House (1977), pp. 848, 11.442.

Wolf, Joe E. "Disability is No Handicap for DuPont," Reprint from Alliance Review, a quarterly publication of the North Alliance of Businessmen (Winter 1973-74) by the President's Commission for the Employment of the Handicapped, Washington, D.C. 20210.

CONSULTING WITH EMPLOYERS--GROUP STRATEGIES, PROJECT WITH INDUSTRY

Carol A. Dunlap, Electronic Industries Foundation

ABSTRACT

Historically, persons with disabilities have been selectively screened from the normal living patterns of the non-disabled in society. Such discrimination has been reflected in health care, educational and employment--not to mention attitudinal and architectural barriers which overlooked the needs of handicapped individuals in designing the world in which we live.

Recent legislation, however, has brought about the dawning of a new era for the handicapped--placing them in the mainstream of all aspects of life.

The Electronic Industries Foundation has demonstrated leadership in developing a national model for training and employment of handicapped individuals within industry. Such a model will greatly increase opportunities for the handicapped within the world of work.

This is the first national industry effort to interface industry and rehabilitation. More importantly, a milestone in coordinating services among rehabilitation resources has been reached.

INTRODUCTION

By the 1970's disabled persons, like racial minorities and women's groups, demanded public attention to the conditions that relegated them to a less than equal status as American citizens. – President's Committee on Employment of the Handicapped (1976-77).

Recent legislation calls for massive societal efforts to mainstream handicapped individuals into the community. Such legislation, although well-intended and past due, does not deal with the awesome hiatus created between total neglect of the needs of the handicapped and the expectation that they can now participate equally.

Historically, handicapped individuals have felt severe discrimination throughout all avenues of life--institutionalization, refusal of medical services, denial of a free public education, lack of technical vocational training opportunities, employment discrimination--not to mention the transportation, architectural and attitudinal barriers which abound in our society.

Over the past fifty years handicapped individuals have found themselves in institutions, sheltered workshops, work activity centers, developmental centers, specific disability programs such as mental retardation, and cerebral palsy to name only a few. (Greenleigh Associates, Inc., 1975) A rehabilitation system has developed which is diversified and fragmented. Frequently numerous programs operate in one geographic area competing to serve the handicapped population. Such programs provide services ranging from vocational evaluation, survival skills and work experience to arts and crafts and babysitting. These programs now are being challenged to effectively train the handicapped to seek employment within industry.

Only recently are we seeing more handicapped individuals attending colleges and universities. One disabled college student remarked that he had pursued Psychology as a major due to the fact that he was unaware of where the job market needs really were. In addition, he felt he could not do anything meaningful except to help other handicapped people!

Employers, on the other hand, are opening job opportunities to the handicapped but are unable to seek qualified applicants. Frequent comments from employers state that numerous handicapped applicants have been referred by rehabilitation resources but lack relevant training and experience.

THE PROGRAM

The Electronic Industries Association (EIA) through its Foundation (EIF) was awarded a Project with Industry grant from the Rehabilitation Services Administration/DHEW in March of 1977 to address the compelling issues raised by industry and rehabilitation relating to employment.

EIA was the first national trade association to exert active leadership in the area of employment of the handicapped.

At the outset, the project was staffed by a part-time industry consultant and a full-time rehabilitation specialist. A national advisory council was formed representative of distinguished leaders in the humanities and corporate officers from industry.

ASSESSMENT OF NEED

Project Staff traveled to national EEO conferences and listened intently to employer concerns regarding employment of the handicapped. Employer comments fell into three general categories:

1. Larger employers who had established a working relationship with one or several resources serving handicapped individuals were referred individuals with limited skills from one or two disability groups.
2. Smaller employers who were attempting to develop Outreach Programs were baffled by the number and types of agencies serving the handicapped. Such employers were unsure how to effectively develop an Outreach Program as well as how to assess resource capability and competence.
3. Many employers stated that great demands were being made on their staff who were receiving daily telephone calls from increasing numbers of counselors wanting to place their clients.

Similar meetings were held with rehabilitation resource professionals whose concerns were:

1. How to establish an effective relationship with industry.
2. How to effectively market qualified applicants who are handicapped.
3. How to obtain job market data to develop technical training programs to meet industry's requirements.

AREA DETERMINATION AND THE SYSTEM

Los Angeles and the San Francisco Bay areas were selected as the initial pilot locations for program implementation. This determination was based on density of electronic manufacturing plants and the state of the art in rehabilitation.

Based on the information gained during the assessment phase of this project, a program implementation plan which could be replicated nationally was designed.

Phase I: Formation of Area Industry Panel. An initial nucleus of approximately ten (10) industry participants were identified. Corporate executives of these companies are made aware of the program by the President of EIA. Executives wishing their companies to participate designated an official company representative to attend an industry awareness meeting to review the program in detail. Company representatives formed working panels and elected chairmen.

COMPANY PARTICIPANTS

Area I: Los Angeles	The Aerospace Corporation
	General Dynamics
	General Telephone & Electronics
	Hughes Aircraft
	ITT Corporation
	Litton Industries
	Lockheed Aircraft
	Magnavox
	Northrop Corporation
	Rockwell International
Area II: San Francisco	American Microsystems, Inc.
	Ampex Corporation
	Fairchild Camera & Instrument
	GTE Lenkurt
	GTE Sylvania
	General Electric
	Global Associates
	Hewlett-Packard
	IBM Corporation
	Kaiser Permanente Medical Care Program
	Lawrence Livermore Laboratory
	Lockheed Missiles & Space
	Sandia Laboratories
	Stanford University
	Varian

ROLE OF THE INDUSTRY PANEL

1. To submit all company jobs and/or training openings to the Rehabilitation Panel Chairman.
2. To assure company action with regard to all referrals.
3. To complete Action taken forms to provide ongoing feedback to referring resources.

Phase II: Formation of Area Resource Panel. Area resources

serving handicapped individuals are contacted by the Rehabilitation Specialist. Following a Program Awareness Meeting, Rehabilitation Panels were formed and chairmen elected. Panel membership is confined to single individuals representing a constituent of peers (e.g., one person representing Centers for Independent Living, one person representing Community Colleges, etc.).

PARTICIPATING RESOURCES

Area I: Los Angeles	ADEPT (Assisting the Disabled with Employment, Placement & Training)
	Assoc. For Rehabilitation Facilities
	Braille Institute of America
	California Dept. of Rehabilitation
	Colleges & Universities
	Community Colleges
	Employment Development Department
	Employment Preparation & Services
	Mayor's Office for the Handicapped
	Sensory Aids Foundation
	Veterans Administration
Area II: San Francisco	Assoc. for Rehabilitation Facilities
	Board of Education
	Centers for Independent Living
	California Dept. of Rehabilitation
	Colleges & Universities
	Community Colleges
	Diversified Vocational Services
	Employment Development Department
	Employment Project for the Physically Handicapped
	Goodwill Industries
	Sensory Aids Foundation
	University of California
	Veterans Administration

ROLE OF THE REHABILITATION PANEL

1. Review of company openings.
2. Dissemination of company openings to peer constituents.
3. Careful selection of qualified job applicants.
4. Analysis of job market data for purposes of education/training program modification.

It is important to note that the Rehabilitation Panel Members asked to professionally cooperate for the common goal of effective placement. Furthermore, as designated panel members, they agreed to serve as project liaison to their peer constituents (counselors, job developers, etc.) forwarding to them information of Project activities.

Phase III: Joint Industry/Rehabilitation Meetings. Joint Industry/Rehabilitation Panel meetings are held monthly at different company locations. Rehabilitation resource representatives arrive one hour prior to the Joint Panel Meeting for a complete tour of the plant and discussion of company job openings. Meeting content is jointly planned to address the needs of industry and rehabilitation.

PROCESS SUMMARY

1. Participating companies submit position openings to the Rehabilitation Panel Chairman.
2. The Rehabilitation Panel Chairman compiles the openings and sends copies to each Rehabilitation Panel Member.
3. Each Rehabilitation Panel Member disseminates the openings to his/her respective constituents.
4. Community resources submit qualified applicant information on Project Resume Form PWI-4G to the Rehabilitation Panel Chairman. (Appendix 1.)
5. The Rehabilitation Panel Chairman completes an alphabetized Summary Sheet and attaches the corresponding resumes. Summary Sheet and resumes then are sent to the respective companies for processing.
6. Companies process Project applicant resumes in accordance with individual company policies and procedures.
7. Participating companies send completed Action Taken Sheets to the Rehabilitation Panel Chairman. (See Appendix 2.)
8. The Rehabilitation Panel Chairman initiates followup with Rehabilitation Panel Members as appropriate. For Example: In a case where a company indicates an applicant did not show up for an interview on two occasions, the Rehabilitation Panel Chairman would contact the Panel Member representing that constituent for followup. (See Appendix 3.)

This situation actually occurred in the Program. It was determined

that the client was not ready for placement at this time.

DIFFICULTIES ENCOUNTERED

Extensive time was spent developing the inter-personal relationships inherent in this system. Rehabilitation resource professionals, for the most part, were not accustomed to working together on common goals. Frequent meetings were held to overcome this problem in order to develop an effective communications system among rehabilitation professionals.

Companies, while learning the system, initially submitted jobs they felt handicapped people could do. The project then took the posture that there were no jobs the right handicapped persons could not do.

Initial company job descriptions utilized technical terminology which was difficult for placement professionals to translate into client/student capabilities. The Joint Panel addressed this issue and developed a simplistic format to be used by participating companies to describe actual duties required by specified openings. (See Appendix 4.)

Initial resumes varied from one sentence qualifications to ten pages of descriptive material. In order for reasonably consistent, that is sufficient, but not excessive, information to be available to participating employers, a brief resume format was developed and made available to community resource participants (PWI-4G).

Due to the paperwork involved in the process, turn-around time was an initial concern of industry. However, no major problems have surfaced with regard to this issue. Participating companies give as much advance notice of openings as possible. Open requisitions, positions which are always open, work particularly well in a program of this design.

Number of years experience as an employment criteria became a concern of the community resource participants. Technical positions with industry frequently require four to nine years experience. A meeting with participating companies was held for the purpose of reviewing the historical factors impeding handicapped individuals. The meeting emphasized that most handicapped applicants, although otherwise qualified, will have had little or no experience. As a result, company participants are submitting company training openings and have become more lenient on their experience criteria, e.g., experience preferred.

Several companies pointed out that numerous resumes did not represent the applicant in a positive manner. Resumes frequently listed all the things that an applicant could not do, i.e., cannot lift 50 pounds. It was suggested that a positive marketing approach be enlisted, i.e., can lift up to 49 pounds. Such wording leaves an employer with a positive attitude concerning the applicants presented for interviews.

OUTCOME

Early results indicate that some 2000 jobs have been identified and approximately 200 qualified applicants now are being interviewed by participating companies. A further breakdown of job categories, degree requirements and applicant degrees follows. (See Appendix 5.)

PLACEMENTS

Although the majority of applicants have only recently been entered into the system, placements are beginning to be realized. A sampling of positions recently filled follows:

Clerk I
Fabricator I
Shipping and Receiving Clerk
Material Handler I
Junior Clerk
Manufacturing Fabricator

PROJECT ASSESSMENT

Project with Industry is an excellent vehicle for bridging the gap between industry and the rehabilitation community. Effective channels of communication are established which have the potential for a lasting, on-going effective relationship.

EIF's Project Model has not been designed for the electronic industries exclusively. Although the Program commenced with electronic industries, to iron out problem areas and streamline the process, plans include expansion to other interested employers.

PARTICIPANT BENEFITS

Employer: Central Referrals and

Follow-Up
Qualified Applicants
Meaningful Input into Education/Training/ Placement Process

Resource: Access to a Large Pool of Employers
Review of Significant Number of Job Openings to Enhance Training and/or Placement Capability
Meaningful Input to Employers

Applicant: Access to Large Number of Employment Possibilities
Experience Gained in Interview Situation
May Have Choice of Job/ Training Offers

PRESENT ACTIVITIES

EIF Project staff recently initiated a third program in the State of Massachusetts. An Industry Executive Advisory Board and a Rehabilitation Advisory Board have been formed. A significant departure from Project Areas I and II is that a Central Office has been developed in cooperation with Harold Russell Associates, Inc., of Waltham. It is anticipated that the addition of a Central Office to manage the administrative functions will greatly enhance the effectiveness of this program.

SECOND YEAR OBJECTIVES

Effective 5 September 1978, EIF became the recipient of a Department of Labor Title III: National Programs Grant to facilitate the expansion of the EIF/PWI Model. Fundamental to this expansion will be the establishment of central offices in all program locations. These offices will serve to expedite the process as well as to provide needed followup with employers regarding action taken by the companies.

REFERENCES

President's Committee on Employment of the Handicapped, Disabled Americans: A History, Performance, Nov-Dec '76-Jan '77, VOL XXVII, No. 5-6-7, p. 68.

Greenleigh Associates, Inc. The Role of the Sheltered Workshops in the Rehabilitation of the Severely Handicapped, Vol. II, New York 1975, p. 211.

APPENDIX 1
SAMPLE PROJECT RESUME FORM PWI-4G

D.R. CERTIFICATION
__YES__PENDING__NO
DATE:____#_____
REFERRING AGENCY:
_____ _
CONTACT PERSON/PHONE:
_____/_____
_____

HANDICAPPED APPLICANT

RESUME FORMAT

eif

EIF-PWI
PROJECT OUTREACH
10-77

DESIGNATED REHABILITATION
PANEL MEMBER:
_____

POSITION APPLIED FOR: _____
COMPANY: _____
DATE OF APPLICATION: _____

SHIFT AVAILABILITY: _____
OVERTIME: _____
SATURDAYS _____ SUNDAYS _____

APPLICATION FOR:
1) PLACEMENT ____
2) TRAINING ____
*OJT FUNDING AVAILABILITY
____YES ____NO

I. GENERAL

NAME: _____
ADDRESS: _____
_____

TELEPHONE: _____

II. EDUCATION/TRAINING
HIGHEST LEVEL OF EDUCATION ATTAINED: _____
AREA(S) OF SPECIALTY: _____

ANY ADDITIONAL TRAINING: _____
_____
_____

III. EMPLOYMENT HISTORY (RECENT TO PAST) *Attach additional sheets where necessary.
EMPLOYER: _____
POSITION: _____ PAY: _____
DUTIES: _____
DATES OF EMPLOYMENT: (FROM) _____ (TO) _____
REASON FOR LEAVING: _____
EMPLOYER: _____
POSITION: _____ PAY: _____
DUTIES: _____
DATES OF EMPLOYMENT: (FROM) _____ (TO) _____
REASON FOR LEAVING: _____

IV. POSITION QUALIFICATIONS
_____
_____
_____

V. FUNCTIONAL LIMITATION(S)/MODIFICATIONS
_____
_____
_____
_____

ELECTRONIC INDUSTRIES FOUNDATION
2001 Eye Street, N.W., Washington, D.C. 20006
(202)457-4913

PWI-4G

ADDENDUM 2

ELECTRONIC INDUSTRIES FOUNDATION

PROJECT WITH INDUSTRY
2001 EYE STREET, N.W. WASHINGTON, D.C. 20006

COMPANY ACTION TAKEN FORM

COMPANY NAME _____ DATE _____

PERSON COMPLETING _____

This form is to be completed by Project participating companies. Such information is beneficial to the rehabilitation community in terms of assessing applicant referral process and outcome.

POSITION	NAME OF APPLICANT(S)	DATE CONTACTED	COMPANY ACTION TAKEN *

UPON COMPLETION PLEASE RETURN THIS FORM WITH ATTACHED RESUMES TO:

REHABILITATION PANEL FOLLOW-UP ACTION: _____

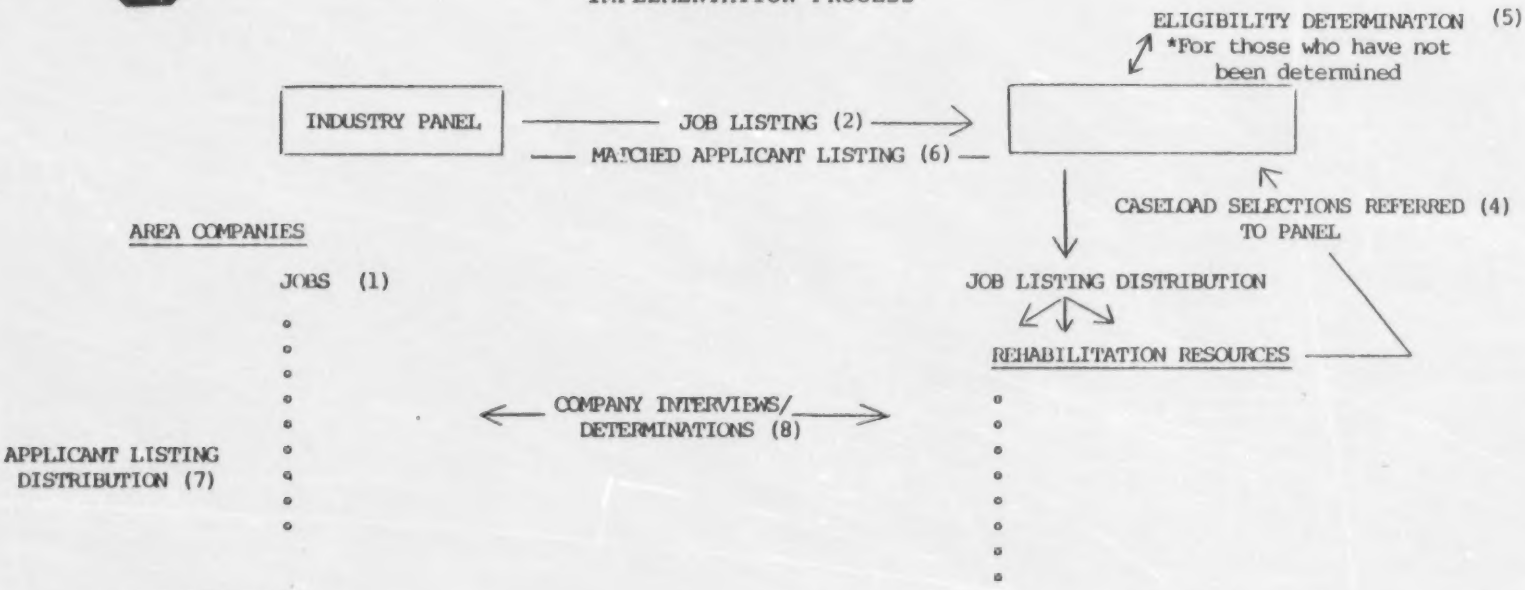
NOTE: This form may be duplicated by participants for documentation purposes

* Additional sheets may be added if needed

PWI-2W
Revised 8/78

ELECTRONIC INDUSTRIES FOUNDATION
PROJECT WITH INDUSTRY
OUTREACH PROGRAM

SAN FRANCISCO BAY AREA
IMPLEMENTATION PROCESS



THE PROCESS

(1) Area jobs identified by participating companies
(2) Job listing compiled and
(3) Job listing distributed to participating rehabilitation resources.
(4) Rehabilitation resources submit screened job applicants to Rehabilitation Panel
(5) Handicapped applicants not certified eligible for services by the State Dept. of Rehabilitation referred by the Rehabilitation Panel to Dept. of Rehab. for eligibility determination
(6) Screened matched applicant listings

ELECTRONIC INDUSTRIES FOUNDATION
2001 EYE STREET, N.W., WASHINGTON, D.C. 20006
(202) 457-4913

APPENDIX 4
SAMPLE JOB/TRAINING SPECIFICATION FORM PWI-1B

DATE COMPLETED: _____
CLOSING DATE FOR APPLICANTS: _____

EIF/PWI
OUTREACH PROGRAM

JOB/TRAINING SPECIFICATION OUTLINE

This form has been designed to facilitate clear, concise job description information for the purpose of attracting qualified handicapped individuals for employment within industry.

AVAILABLE: (CHECK ONE) ____JOB ____TRAINING OPPORTUNITY

COMPANY: _____
ADDRESS: _____
CONTACT PERSON: _____ TELEPHONE: _____

JOB/TRAINING TITLE: _____
SHIFT/HOURS: _____ OVERTIME: _____
RATE PAY: _____
MINIMUM: _____ MAXIMUM: _____
STATUS: (CHECK ONE) ____HOURLY ____EXEMPT ____NON-EXEMPT

I. JOB/TRAINING DESCRIPTION: _____

II. JOB/TRAINING TASKS: _____

III. JOB/TRAINING SETTING: _____

IV. SPECIFIC QUALIFICATIONS: _____

ELECTRONIC INDUSTRIES FOUNDATION
2001 Eye Street, N.W.
Washington, D.C. 20006
(202) 457-4929

JOB SPECIFICATION OUTLINE GUIDE

The Job Specification Outline should be completed according to the following standard guidelines;

1. Description of the Job:
   Brief description of the job in relation to overall corporate operation.

2. Major Tasks of the Job:
   Those tasks which are most important in the accomplishment of the job (consider only the job--not the person now filling the job).

   a. List three to four basic job activities in order of importance.

   b. State how the tasks relate to each other. Indicate particular task sequence if relevant to the job.

   c. Indicate if the tasks require specific capabilities. For example: sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, pushing, pulling, fingering, talking, listening, seeing, feeling, coordinating.

   d. Indicate standards for each task (e.g., typing: no less than 50 wpm).

3. Setting of the Job:
   Description of the job in regard to:

   a. Location

   b. Organization:
      1. How the work area is organized for maximum safety and efficiency.
      2. How workers obtain necessary equipment and materials.

   c. Required Movement:
      Movement required by workers to accomplish tasks.

   d. Conditions:
      1. Physical Conditions (e.g., hot, cold, damp, air conditioned, noisy, radiant energy, high places, air quality, etc.)
      2. Social Conditions (e.g., kind of supervision, works alone, etc.)

4. Worker Qualifications for the Job:
   Worker qualifications are the minimum requirements a worker must have to be able to perform the major tasks in the job setting to accomplish the purpose of the job. Considerations to determine worker qualifications:

   1. Physical requirements--what are the physical requirements expected of the job? (lifting, cleaning, etc.)

   2. General skills--what general skills are necessary? (ability to read, write, add, etc.)

   3. Specific training--what specific training is necessary and could it be obtained "on-the-job?"

   4. Previous experience--what previous experience, if any, can replace or be substituted for the specific training requirement?

   5. Personality--what personality characteristics required?

APPENDIX 5

CHART I

Of 1568 job openings requiring degrees:

1181	Bachelor	75%
218	Master	14%
121	Doctor	8%
48	AA	3%
1568		100%

Chart II

Of 1181 job openings requiring bachelor degree:

509	Engineering	43%
140	Computer Science	12%
129	Physical Science	11%
121	Bachelor/Science (not specified)	10%
111	Mathematics	9%
86	Business Administration	7%
34	Accounting	3%
29	Bachelor of Arts	3%
12	Economics	1%
1181		100%

Chart III

Of 218 job openings requiring masters degree:

107	Engineering	49%
51	Physical Science	23%
26	Computer Science	13%
12	Unspecified	6%
10	Business Administration	5%
9	Chemistry	4%
218		100%

Chart IV

Of 121 job openings requiring doctoral degree:

64	Physical Science	54%
26	Engineering	22%
13	Chemistry	11%
7	Computer Science	6%
3	Mathematics	3%
2	Law	2%
2	Medicine	2%
121		100%

Chart V

Of 80 bachelor degree referrals:

Business Administration	21%
Sociology	8%
Psychology	8%
Education	5%
English	3%
Economics	2.5%
History	2.5%
Social Studies	2.5%
Political Science	2.5%
Other	45%
(Arts 36%/Sciences 9%)	

Of 35 master degree referrals:

Business Administration	39%
Education	14%
Sociology	14%
Foreign Language	10%

Of 4 doctorate referrals:

Law	75%
Business Administration	25%

CAREER PLANNING AND PLACEMENT STRATEGIES FOR THE SEVERELY PHYSICALLY DISABLED COLLEGE STUDENT

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EVIDENCE THE NEED FOR SPECIAL SERVICES

The orthopedically disabled, visually and hearing impaired student has become, over the last decade, an active visible and often articulate force on college campuses around the country. It is, therefore, reasonable to assume that these students, like their non-disabled counterparts, are eager to set in motion strategies for career planning and job searching. Although most colleges and universities offer a wide variety of special programs to assist the non-disabled students in seeking out and obtaining meaningful career paths, the disabled students, until recently, received no campus-based career planning help tailored to their unique needs. As special programs begin to emerge, often funded by state or federal agencies, there is a plethora of service designs and philosophies from campus to campus and program to program. The following model is put forth as one which has been tried and found to be successful. It works because certain assumptions are made. These are:

1. tne environment is a large university in a state which has enlightened and humane notions about the civil and human rights of its disabled residents; and
2. the nature of the student population being served is predominantly severely physically disabled.

PROGRAM DESIGN: MEETING THE SPECIAL NEEDS OF DISABLED STUDENTS

A program designed to serve disabled students in career planning and job placement is most effective if housed and integrated in the career center serving all students. However, a close rapport with campus, community and state programs offering services to disabled individuals is essential if such a program is to provide the quality and variety of services required by disabled job seekers. Identification of individuals who might benefit from a specially-designed service package is the first order of business. It is essential to design the program components around the needs of the students rather than to assume the traditional career programs will meet everyone's needs if superficially adapted. The users themselves must provide a backbone for the service design. Clearly, the needs of disabled students will vary from campus to campus relative to the quality and availability of support services that make the pursuit of a college education possible in the first place.

The presence of disabled students presupposes some degree of support vis-a-vis transportation, housing, campus mobility, wheelchair repair, reader and interpreter referral and problem solving with respect to independent living, and adequate financial assistance.

After users have been identified, the direction of program services will take can be considered. Almost without exception, disabled graduates are less competitive in seeking meaningful, post-baccalaureate career ladder opportunities than non-disabled graduates because they are significantly lacking in work experience when they seriously begin job searching. The non-disabled student has traditionally held a variety of part-time, intern or summer jobs before graduation and is considerably better equipped to enter the world of work. The major thrust of a placement program for disabled students, then, must focus on the upward advising concept. Attracting students to the career center early in the degree program to explore creative ways to prepare for the labor market is critical. Setting up informational workshops, programs and individual sessions to encourage a hard look at labor market projectsion is one of the ways to channel students to realistic and satisfying careers. Creating a climate where the notion that the student's real interests, skills and fantasies are molded into a plan that has the potential to result in

employment is ideal.

More often than not, the entering disabled student plans to major in the social sciences or the humanities. Occasionally, a student will enroll in a liberal arts major but is really inclined toward business or the sciences. She/he may be discouraged from pursuing a career in these fields because of the assumption that the severity of the disability might prevent admission to the appropriate courses or that employment would be unlikely. One of the most important functions of a placement program is to encourage the interested student into fields that are basically non-traditional for one who is severely disabled. Further the placement program should assist the student in experimentation and exploration through coursework, and, heretofore, untried areas. The ultimate goal of the successful placement program is not the traditional rehabilitation model "closure." Rather the goal is to assist a student in the realization of his or her full potential through meaningful productivity.

To assist a student in long-range job preparedness, frequent contact is necessary throughout the student's academic career. Exploring on-campus job opportunities, work-study options, internships, and summer employment possibilities and encouraging students to participate in them lays the groundwork for the career job search later. Work experience in any form is absolutely essential to the student not only to assure competitiveness in the labor market but also to prepare the student for the not always pleasant realities of the world of work. By gaining experience through working as a student, valuable social and behavioral skills are acquired. Learning to deal with the disability as it relates to a work environment is often more important than the work itself. The student finds that she/he must tell others about the nature of the disability and what it means vis-a-vis activity of daily living. The student can also experience what obstacles the work environment might present and what accommodations or adaptations might be required. Not incidentally, the student becomes aware of his or her own potential, preferences, and skills. The student can then consider long-range employment opportunities more selectively. Additionally, the student learns strategies and techniques for job interviewing through experience rather than just through workshops and coaching. At this point, the student loses less if a job is not offered than if career employment were at stake.

Of considerable importance in the work experience model is the opportunity made available to the employer to experience working with a disabled employee. The short-term aspect of most student employment allows an employer to consider an individual he might otherwise have been reluctant to hire.

The career advisor working with the non-disabled student provides an orientation to programs and services such as job listings and recruitment opportunities and a brief, one-time-only counseling session. The disabled student's advisor, however, must assist each student to develop self confidence; explore the feasibility of each potential job opening vis-a-vis the capabilities of the student; and consider the viability of the opportunity relative to transportation, accessibility and benefit work disincentives. Additionally, the advisor must assist the student in using all available community resources that might relate in some way to the employment opportunity. Upgrading mobility equipment, assuring interpreter, reader or other essential accommodations and providing follow-up assistance after a job has been accepted are some of the unique functions of a program serving disabled students.

While the work experience thrust of a program serving disabled students is of utmost importance, there are always students who will begin thinking about employment only when graduation is near. The reason disabled students do not seek the services of a career center, regardless of the availability of a special program designed to serve them, lies in the difficulty of completing required work toward graduation and managing all the elements necessary for independent living. There is often realistically little time for work. Additionally, the disabled student, more often than the non-disabled student, believes the time honored notion that a college degree in any major will assure professional level employment. It is at this point that the disabled student must certainly come to terms with his or her competitiveness in the labor market. The disabled student or graduate living in states with high

benefit maintenance levels jeopardized that support when income is earned beyond a fixed point. These students/graduates are not free to seek jobs at an entry level salary. Though this is the customary route to a successful career ladder, the fear of losing income essential to maintain independent living is uppermost. The graduate is clearly faced with a dilemma. The definition of work for the campus career advisor must be creative and flexible. This non-traditional view of work is of particular importance because the disabled graduate is struggling to design a job search strategy which is realistic relative to his or her financial situation, long-range goals and skills.

Comprehensive assistance with goals and skills assessment, identification of serious long-range objectives and a realistic appraisal of the local labor market are very important to assure a successful transition from student life to a meaningful career. A variety of transition strategies can be employed at this point. Additional academic or vocational training might be an option. State Department of Rehabilitation supporting on-the-job training with an interested and appropriate employer might provide the transitional opportunity the graduate requires. A careful assessment of the entry-level opportunities available which best utilize the individual's skills and interests might yield an acceptable opportunity. Participation in available special programs to train and hire persons with physical disabilities offered by private sector employers are sometimes possible. The value of a meaningful, supervised, volunteer opportunity is not inappropriate if other possibilities have proven to be fruitless. At all costs, the career advisor must assist the graduate in defining work in the broadest and most creative terms possible.

WORKING WITH EMPLOYERS; INDIVIDUAL STRATEGIES

Since the implementation of Sections 503 and 504 of the Rehabilitation Act of 1973, both public and private sector employers who receive federal money in the form of grants or contracts have become impressed with the necessity to recruit, interview, hire and promote qualified handicapped individuals. The invisible class of citizens that, occasionally were able to obtain employment through perseverance, determination, are now protected under the law in nearly the same way women and ethnic minorities had been protected since the passage of the civil rights and equal employment legislation. Many employers are aggressively seeking solutions, explanations and simple formulas for the implementation of the programs that will generate compliance with the legislation. Community agencies, colleges, universities, and rehabilitation agencies familiar with disability offer a wide variety of workshops, seminars and training programs to assist recipients to achieve this end. This is a time tested and often successful way to share a large amount of information and have some impact on the policies and practices of prospective employers.

The most productive strategy, however, is often personal contacts and subsequent working relationships with individuals in a position to offer employment to qualified disabled persons. In a post-secondary career planning and placement setting, the function of a career advisor with respect to employers varies. Some even perform functions of the rehabilitation counselor/practitioner in a state agency.

The career center historically has a productive working relationship with a number of local and often national and international employers. Individuals from these firms come to the campus to recruit students in a variety of disciplines, to list job vacancy notices, and to share company literature and information to attract highly qualified students and recent graduates. Since the center has a cooperative and established relationship with the employer community, the role of the disabled student's advisor may include such responsibilities as:

1. sensitization and demystification of disability,
2. facilitation of meetings and informational interviews for job ready students,
3. problem solving for employers who have real concern over issues such as reasonable accommodation, architectural barrier removal and personal fear or discomfort with severe disability generally.

For disabled students' advisors who

themselves are disabled, there is additional opportunity to interact with a prospective employer in a climate of cooperation over the shared goal of generating job opportunities for disabled students or graduates. Under these circumstances, the employer can be encouraged to ask candid questions about various aspects of disability and to express openly his/her underlying fears about the employment of a disabled individual. Additionally, if the advisor is able to establish a strong personal rapport with an employer, the students or graduates considered for employment in the future will benefit from the groundwork laid by the advisors relationship with the employer. Thus, primary role of the disabled student's advisor with the employer is that of facilitator.

SUMMARY

When a disabled student advisor works predominantly with students seeking baccalaureate, masters or doctoral degrees, there is only one model that can really be applied to assure the best possible relationship vis-a-vis job opportunities. The advisor must assist a student in preparing for the job search in the most thorough and comprehensive manner possible. Goals must be clarified, skills must be assessed, and the labor market must be viewed in a realistic fashion.

The qualified disabled job seeker must ultimately sell him or herself. The skill and ability to perform a job is the concern of employers. The job seeker must prepare to present this information in a positive, informed and assertive fashion.

It is through this active balancing of coaching the disabled student and preparing employers to openly assess the student's skills and potential that the career needs of disabled students can be met.

THE CORPORATE DECISION MAKING PROCESS: INTERVIEWING, JOB RESTRUCTURING, ADAPTATION AND SOCIALIZATION

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ABSTRACT

The whole purpose of postsecondary education for the handicapped or ablebodied is to lead to self support through future employment.

The handicapped job applicant faces several barriers that the ablebodied applicant does not. How corporations interview the applicant and evaluate the job requirements are the dominant factors in successful job placement.

INTRODUCTION AND OVERVIEW

The handicapped job applicant, who has obtained a postsecondary education, be it a few months of job training or several years of study leading to a doctorate, faces barriers that the ablebodied applicant has never encountered.

Too often the personnel department does not know how to interview the applicant nor view them as educated persons first and handicapped second.

Yet, at the same time, the handicapped job applicant is ill prepared for an interview and does not know how to sell his/her assets and skills. Rather the applicant often applies for a job using the handicap as a crutch hoping to generate sympathy and pity.

To equalize this most important area, it is determined that better training in interviewing techniques with the handicapped be undertaken for corporation personnel. At the same time, the handicapped person should develop skills in selling oneself as a part of every postsecondary curriculum.

Restructuring jobs and reasonable accommodations are really the responsibility of both the interviewee and the interviewer. These areas must be included in both the primary and secondary interview. They cannot be left to chance nor to someone outside of the area of interviewing. An understanding of both of these is the foundation of successful handicapped job placement.

THE INTERVIEWING PROCESS

The primary interview is defined as the interview between the applicant and a person in personnel. This interview is really a foot in the door process. Whether the handicapped applicant gets beyond filling out an application form is dependent on several factors, all the responsibility of the personnel interviewer.

There has been a sad history which still exists of employment discrimination against the handicapped. For this reason, many handicapped applicants are not putting their handicap on their resume because they are afraid that they will be rejected outright without even having a chance for an interview. Based on past history, we cannot blame them. Yet this may also hurt their chance for employment under Section 504 regulations. Until business has shown that a person will not be subjected to discrimination because of a handicap, this practice will continue.

Another misunderstood question is the health statement on the application form. The question requires a brief statement of your general health, i.e., excellent, good, etc. Too often the applicant puts down his/her handicap in this space. The interviewer may feel that this handicap may prevent the applicant from performing at top level and, hence, rejection may occur.

Too often a deaf applicant, with whom this author is most familiar,does not know how to fill out an application form without help. This drawback reflects poorly on the applicant and on the educational institution which has prepared the applicant.

In addition to the resume and the application form mentioned above, the final decision about a job applicant is made by the personnel interviewer. Too often these people are not trained in interviewing techniques, nor do they fully understand how to adjust to a handicapped applicant.

How an interviewer will view a handicapped applicant and how the interviewee will behave and react depends on the following:

1. attitudes
2. background
3. past experience
4. present experience

The first factor, attitudes, is a most important one for both parties. The attitudes of the interviewer may range from misunderstanding, pity and sympathy, to hostility or fear. All of these attitudes stem from a disoriented picture of what a handicapped person can do. No matter what the handicap is, the one idea that many people have is that of mental retardation. The attitude of the interviewee may range from hostility, rejection, to feelings of inadequacy or mistrust. If this is a first interview, the applicant may be scared and, rather than try to sell his/her skills and assets and downplay the handicap, the opposite effect is often observed.

In both cases, the way attitudes are formed are due to the last three factors: background, past experience and present experience.

If the interviewer has never been trained to interview the handicapped, she/he cannot be blamed for forming incorrect ideas about the first handicapped applicant. Furthermore, if some past experience or present experience has been a bad one, the interviewer may be turned off on any other handicapped applicants.

If the interviewee has had a past experience of rejection based solely on the handicap, she/he cannot be blamed for taking a defensive attitude.

A solution is needed to interviewing the handicapped. The answer lies both in better training for the interviewer and in better understanding of the different handicaps and job requirements. The answer also lies on better training for the handicapped person in job interviewing skills and techniques. The handicap must be minimized and the skills and education maximized. They are selling their skills and experience, not their handicap. Until this is clear to both parties, there will be mistrust.

ASSESSING SKILLS AND LIMITATIONS

This falls more on what we define as the secondary interview. Having passed through the primary interview, the applicant will now be faced with an interview with a manager or secondary manager who knows the job requirements.

This is where skills and limitations will be assessed. Do we have two standards, one for the able-bodied and one for the handicapped? I say no. There should be no double standard since the handicapped applicant, if well trained, will be competing on an equal level with a non-handicapped person. Therefore, in assessing skills, the manager has the right to ask questions pertaining to the applicant's skills and experiences as related to the job. Yet, there is one area where the applicant must be prepared to answer questions not asked by the able-bodied. Often the manager wants to know how will the deaf communicate, the blind get around, the orthopedically disabled perform their work? To all of these questions the handicapped applicant must have an answer, and the ability to demonstrate how they will perform their work. They also must be honest enough to know their limitations.

Here too attitudes play an important part. If the manager has had a poor experience with a handicapped person, they will be reluctant to hire another one. If past experience has been good they will be willing to hire more. A case in point occurred at my own company.

This young man had a multi-handicap. He was hearing-impaired and also had a physically deformed right arm which made movement difficult. He was placed in a co-op position for the summer without having a face-to-face interview with his intermediate supervisor. On his first day at work the supervisor called the college placement service and said, "Holy cow, how is this fellow going to work? I see no way he can perform the task of placing the tapes on the computers." Placement said, "Give him a chance." At the end of his three-month co-op period, the supervisor called again and said, "Send me some more like him." He proved he could do the job and demon-

strated how he overcame his handicap.

We have also found that if there is some type of handicap in the manager's family or among close friends, these managers are more willing to hire the applicant who shows she/he is capable of performing.

Should the handicapped applicant have special help during the primary and secondary interview? This is both a yes and no answer. In most cases no, because the applicant needs to demonstrate his/her independence. In some cases, such as interpreting for the deaf, it can be helpful to avoid misunderstanding. In general, special help should be kept to a minimum.

JOB RESTRUCTURING

In the area of job restructuring, the first thing to keep in mind is there is a need for restructuring. In the majority of cases, it will be found that none or only minor restructuring is needed. In my own experience, we have not had to restructure any jobs. We have always tried to fit the person to the job rather than the other way around.

The second requirement for job restructuring is cost. Here we are looking at short range cost versus long range performance. In restructuring at my company, we have found cost to be minimal. Most costs have been not in restructuring the job, but in providing equipment so the job can be done. For example, changing the work height surface, changing the way a job was performed to meet the need of the handicapped employee while maintaining the level of performance, are some of the ways we have restructured jobs. In other ways, we have provided equipment to aid in job performance. An example is providing TTYs for deaf employees so that they can use the telephone and save time.

One case that shows the restructuring as we perform it is as follows: One of our top salesmen and region managers suffered a disease which eventually led to his being legally blind. The company and he knew he could not stay in sales due to the travel and other requirements of the job, so they moved him to manager of community involvement programs. While this was a move down for him, it did allow full employment and readjustment. This is fitting the person to the job.

REASONABLE ACCOMMODATIONS

This question has been kicked around so much that very few people have any idea what reasonable accommodations are. There has been panic in some areas where someone felt major changes had to be made to provide reasonable accommodations.

From my own experience both as a handicapped employee and one who has consulted my company in this area, we use a three-fold approach to reasonable accommodations:

1. To provide reasonable accommodations with minor modifications and low cost, yet provide major benefits. Rather than providing ramps at all entrances, we found that one or two locations would allow access to a major number of buildings without any further modifications to doorways or stairs. This is using what we have to meet the need.

2. To provide reasonable accommodations based on the needs and work habits of other workers, not only the handicapped employee. For example, if an ablebodied employee must walk down the hall a given distance to reach the restroom, then the handicapped employee should also be expected to move a given distance for the same need. There is no reason to modify every bathroom, but there should be a reasonable number accessible to the handicapped.

3. To provide equipment of special type not as a special benefit, but to help the employee perform his job and give him equal access to the company. The provision of TTYs for the deaf, for example, allows them to use the telephone. This saves time. It is not a special benefit, but a right that any other employee has. Finally, we often provide modifications that benefit not only the handicapped employee, but ablebodied workers too. For example, we put in flashing lights as alarms for the hearing-impaired workers in the factory. We found out that those with normal hearing were more aware of the light than sound alarms due to the noise in the factory.

CONCLUSION

In conclusion, employment and placement of the handicapped depends on company attitudes and the applicants attitudes and selling skills. The whole solution cannot be the responsibility of business and

industry. We must train the handicapped for realistic jobs and prepare them for interviews. We do not believe that restructuring jobs are necessary nor must huge sums of money be spent for reasonable accommodations. We do believe that cooperation and understanding by both the employer and the handicapped applicant will open more doors than will more rules and regulations.

SPECIAL CONSIDERATIONS IN HIRING A HANDICAPPED PERSON

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ABSTRACT

Currently, several motivators are working together to encourage greater participation by handicapped people in the mainstream of our economy. On-going success will depend both on appropriate qualifications of applicants and appropriate attitudes of employers. When these prerequisites are met, what special considerations are involved in interviewing a handicapped applicant, in assessing his skills and limitations, and in restructuring a job definition or making other accommodations?

In our American tradition, freedom and independence are principles we all appreciate and in which we take pride. In recent years, however, it seems that the desire for personal independence is increasingly tempered by an honest concern for others. In particular, concern for the handicapped person extends beyond the immediate family and circle of close friends. To translate concern into meaningful action, this growing awareness must be augmented by a better understanding of the nature of the problems and by a commitment to their solution through both individual and institutional involvement. Another factor, long dormant, is now emerging to further accelerate proper consideration of this area; handicapped individuals themselves are beginning to insist on equal rights in education, in employment, and in the same spectrum of daily activities that others enjoy at home and in the community.

Everyone, to some degree, is handicapped. Birth defects, diseases, accidents, personal attitudes and habits, or simply non-conducive environments have handicapped every man and woman in one or more of life's dimensions: physical, intellectual, emotional, spiritual, social, economic, etc. For purposes of this conference, consideration is focused on those persons whose primary disabilities are significant physical and mental impairments relevant to their present or future employment. Clearly, some handicapped people cannot work. But most of them can and most of them are. Unfortunately, some have given up trying because of environmental or attitudinal barriers, and many more have been shunted into jobs far below their capabilities. That situation must change.

MOTIVATORS

Legislative Focus

Legislation designed to benefit the handicapped has been on the books for a long time and, over the years, new state and federal provisions have been enacted to further correct various inequities. No law in this area has more potential for promoting the cause of the handicapped than the Rehabilitation Act of 1973. Section 503 of this law requires employers to take affirmative action on behalf of people with disabilities. "Hire the Handicapped" is now more than a slogan . . . it is a directive. And guidelines for compliance have been prepared to help translate that legislation into real action. The handicapped have now become a minority whose job rights are written into the law of the land.

Human Considerations

It would be regrettable, however, if real progress could only come from adversary relationships between employers and employees based on legal rights. Least of all do handicapped people want to make progress on this basis. Nevertheless, this legislation will certainly help to set priorities for companies of good will whose fine intentions sometimes get deferred or sidetracked by the many other worthwhile activities that compete for attention.

The late John McLean, former professor at the Harvard Graduate School of Business Administration and chief executive officer of Continental Oil, once said that the primary purpose of business is to earn a profit...with decency. This means much more than avoiding the illegal or unethical; it means contributing positively, in

terms of human values, to the general welfare. To the traditional business concerns about resource availability, production costs, and market acceptance must be added the relatively new factors associated with anti-pollution, consumer protection, and equality in employment.

It has become abundantly clear that human considerations must take first priority in any undertaking. Every institution, be it a college or a corporation, must operate for the benefit of society. The handicapped are part of that society and deserve to share in those benefits.

Business Justification

It may be argued that compassion dictates that employers hire people with physical or mental disabilities or that it should be done as a matter of social responsibility. But somehow it is more satisfying, both to the employer and the applicant, to realize that the employment of handicapped persons can be justified on the normal business criteria of suitable qualifications to meet an employer's need. Industry and other employers reaching out through affirmative action to hire people with disabilities need to make no special rationale for those who are properly qualified. Furthermore, legal requirements in this area pertain only to the qualified handicapped. Since education is the means by which people become qualified, educators and employers share in this overall responsibility.

POSTSECONDARY EDUCATION

President Lincoln's words, although given in a different context, are relevant to this discussion: "The war for the union is the people's conflict to make certain whether there shall be preserved in this world that form and substance of government the object of which is to remove the obstacles from the pathway of all, to open the avenues of honorable employment for all, and to give to all an unfettered start in the race of life." For many persons, physical impairments have, to some degree, already fettered their start in the race of life. And they will fall farther and farther behind if these impairments are allowed to limit their access to a quality education.

True education is never easy, and the process can be particularly difficult for the handicapped, even at elementary and secondary levels, because of the constraints imposed by their disabilities. And the prospect of college can be really intimidating. Yet, particularly for the handicapped, a college education is the most effective way to "open the avenues of honorable employment." This is not to imply, for example, that a janitorial job, in and of itself, is not honorable employment but, for a deaf woman capable of being an architect or a teacher, perhaps it is. And a blind man with the potential for journalism or engineering should not be making mats and brooms.

To be guarded against is the tendency to stereotype people with certain disabilities and to relegate them to particular areas of employment. The handicapped should be encouraged to think broadly about their future and to select career fields that will provide self-fulfillment, not just a way to make a living. Trade schools and vocational institutes will continue to meet the needs of those students who are preparing for jobs as tradesmen and technicians by providing them with the skills that are in step with current and projected job requirements. The handicapped certainly deserve to have full access to such training. And, to the handicapped person with the necessary intellectual capacity, the full spectrum of college offerings should be available, whether his interest be meteorology, law, biomedical engineering, or computer science.

This can happen on a truly meaningful scale if educational institutions will implement innovative programs for this purpose. Affirmative action, a term typically used in connection with employment, should extend back to educational preparation for employment. The removal of architectural barriers on campus may be a place to start and, although less tangible, similar concerns should be given to attitudinal barriers. But simply being receptive to handicapped applicants will probably not be enough unless accompanied by efforts to reach out and, by word and action, to encourage their enrollment and, where appropriate, to provide necessary support services. By so doing, educational institutions will have done their share to remove the obstacles from the pathway of all

because education is the basic pathway to satisfying employment and to a more enriched life.

ATTITUDINAL FACTORS IN EMPLOYMENT

Two principle reasons handicapped people are unemployed or underemployed are:

1. Too few obtain the necessary technical or professional preparation.
2. Of those that do, too many experience unwarranted difficulty in finding employment commensurate with their training.

The first reason is the more basic and more difficult . . . we must find better ways at elementary and secondary levels to prepare and motivate students with disabilities so that college or special vocational programs are not so intimidating.

The second reason relates primarily to employers . . . and the key here is attitude. When it comes to employing people with physical or mental impairments, there are four attitudes that may be encountered:

1. Resistive--"We don't want any handicapped people around here; they are more bother than their worth; this is a business, not a social welfare agency." (that's illegal)
2. Permissive--"If a handicapped person applies, sure we'll consider him; but he better be able to function independently and in standard ways; we're not about to bend the organization around to fit his needs." (the passive spirit of non-discrimination)
3. Accommodative--"For a well qualified handicapped person, we can restructure the job somewhat and make necessary modifications to the work station and associated equipment." (complies with the letter of the law)
4. Facilitative--"Let's institute some special programs to augment accommodative measures; let's not just wait for qualified applicants, let's go out looking for them or maybe even help them become qualified." (the real spirit of affirmative action)

Do these four refer to company attitudes? Not really. Companies don't have attitudes, people do. Public declarations at the executive level tend to reflect at least an accommodative if not a facilitative philosophy. But translating top-level philosophies into operational practices does not usually come automatically. The real hurdles may be the attitudes of individual personnel and line managers. And this may vary significantly from location to location or department to department within a single company. Fortunately, during the past several years as people have taken the time to become more aware, there has been a positive shift in the distribution of attitudes on this scale from Resistive to Facilitative.

RECRUITING

As mentioned earlier, it is easy for employers to play a passive role: if a handicapped person happens to apply for a job and if there happens to be a suitable opening, he will probably be considered and may even be hired. But most employers, when they need additional personnel, don't sit back and wait to see who will apply. They will typically institute an active recruiting effort to find the people they need, tailoring their efforts to reach special groups: electrical engineering majors, business majors, people with technical skills, etc. Efforts can be tailored to reach the handicapped as well.

State departments of Vocational Rehabilitation can frequently assist in locating handicapped applicants who are well qualified, particularly for sub-professional administrative and technical positions. For baccalaureate level candidates, employers can make special requests of college placement offices to include handicapped students in their schedules of campus interviews. And, perhaps most important of all, employers can make sure that those colleges known to have special programs for handicapped students are included on their recruiting circuit.

INTERVIEWING

In setting up for the interview, the employer representative is usually aware that the person to be interviewed has a disability. The applicant may have been previously contacted on campus or he may have been referred by the college placement office or other agency. Even when an unsolicited letter of inquiry, resume, or formal application is received, many applicants will have voluntarily included some statement about their impairment.

In addition to being sure the interview location is appropriately

accessible, it may be desirable to inform the receptionist so there will be no unnecessary delays. But facilitative measures beyond general awareness are probably not required. If special arrangements are needed in order to conduct the interview, it is usually best to let the applicant take the initiative in making these arrangements. For example, not all deaf applicants will need or want an interpreter.

Interviews are typically stressful for job applicants. This may be especially true for the handicapped person; he is not only concerned about the interviewer's reactions to his qualifications but also to his disability. Unlike other interviewing situations, the interviewer himself may be a little uptight. Unless he has had significant previous exposure to people with this particular impairment, it is natural for him to feel a little uneasy . . . even uncomfortable. It is important that adequate time be taken to establish a more relaxed environment. In this regard, casual or even joking comments by the applicant relating to his handicap can do much to help put the interviewer at ease.

Once the interview is underway, it should proceed along the usual lines of inquiry that the interviewer normally uses in determining the suitability of candidates for a job opening. Questions about the relevance of the impairment to job performance are appropriate. These should neither be avoided nor should they dominate the interview. There are more important things to cover.

"Hire the Handicapped" should not imply that a person be hired because he is handicapped. The same gamut of human characteristics associated with the general population is shared by people with impairments: they are energetic/lazy, skilled/untrained, steady/erratic, personable/obnoxious, bright/slow, and reliable/undependable. When considering a handicapped person, potential employers should not set aside the important criteria they normally use in judging the technical qualifications and other relevant attributes of an applicant.

On the other hand, interviewers must guard against handicapping themselves with a bad case of tunnel vision when dealing with applicants who have physical impairments. They can get so hung up on the disability itself that they fail to see the whole picture, including the applicant's many abilities. And, if so inclined, the interviewer can use job specifications so rigidly as to exclude those who do not fit precisely and, in so doing, deny his organization the services of a very capable employee.

SKILLS ASSESSMENT

Although the initial interview may be conducted by someone in the personnel department, followup interviews are usually conducted by the line manager who has the open position. It is his responsibility to assess skills, to determine if the applicant is properly qualified, and to compare the applicant's capabilities with those of other applicants.

The same techniques for assessing qualifications pertain to applicants who have handicaps as those who do not: what college or training program was completed, what major, what courses, what grades? Did the student participate in any special projects or studies; what are his extra-curricular interests? Has the applicant had any previous work experience that is relevant to the position for which he is applying? Much of this information may be in written form as part of the application package. Using this information as a base, the manager typically asks open-ended questions which allow the applicant to communicate his general interests and qualifications. This will frequently be followed by more directed questioning geared to determine the depth or breadth of understanding in areas specific to the job opening.

If, in addition, there are special procedures that the company uses to help assess aptitudes, knowledge, or skills, these should also be used with the disabled applicant to the extent possible. It may be necessary to modify such testing procedures to the needs of the individual and perhaps to allow some additional time. It is a good general practice to periodically review such testing procedures to be sure that the capabilities tested for are really relevant to all positions for which they are used.

Rather than simply being receptive to those who formally apply for employment, some companies have programs to assist handicapped people to become qualified. Work-experience

or cooperative education programs are particularly effective in this regard. By integrating classroom study and actual work experience, coop students are able to apply on the job what they have learned at school, and to see the relevance of classroom topics as a result of their exposure to various work responsibilities. Besides being able to test and improve technical skills, actual work environments contribute much to student growth and maturity. The employer benefits in terms of the specific work that the coop students performs. Beyond this, both the employer and the student can assess the other's merits as regards possible permanent employment following graduation.

Because of their physical impairments, most handicapped students have had considerably less awareness and exposure to typical work environments than those without such disabilities. Consequently, cooperative education can be particularly valuable for them. In addition to the benefits listed above, potential employers who may be intimidated at the prospect of hiring handicapped persons will likely be more receptive to those applicants who, through coop programs, have proved themselves on the job.

Five years ago, International Business Machines initiated a work-experience program for deaf college students who are pursuing academic majors directed toward careers in computer programming. Although few fields involving so many professionals place less of a premium on the ability to hear, there are relatively few deaf programmers. Clearly, no summer job can provide a broadly based understanding of the world of computing, but actual work assignments with ongoing project groups can do much to demonstrate that programming is more than flow charts and coding sheets. Such assignments have exposed coop students to the characteristics of modern operating systems, to terminal procedures, to concern for quality and performance and documentation, to the need for teamwork and deadlines.

The early success of the program did much to assure that it would be repeated and expanded. Rather than one IBM division employing five computer science students as in 1974, this past summer eleven divisions employed a total of 51 students in a variety of majors including accounting and engineering. These students came from Gallaudet College, Rochester Institute of Technology, California State University at Northridge, Utah State University, and others. Not only have the students been pleased with this opportunity, but the managers involved regard the program as very successful and mutually beneficial to the students and to IBM.

JOB RESTRUCTURING AND ACCOMMODATION

If a person is so inclined, he can easily rationalize turning down a handicapped applicant on the basis of some real or imagined difficulty that the applicant may have in doing some aspects of the job. A more flexible approach can pay dividends, both to the individual and to the company, as the following examples illustrate. An applicant with double arm impairment sought a job with IBM which, among other things, involved warehouse stock handling. A deaf person was interested in a position that typically included interviewing customers. And a blind man applied for a job that involved analyzing the grain structure of ceramic materials. The obvious thing would have been to declare these persons unsuited and to have rejected their applications. Yet, in all three cases, these people were hired for the indicated jobs and are all doing very well. In each instance, what appeared to be an obstacle was but one aspect of the total job. By comparing the applicants' overall qualifications with the requirements of the complete job, the manager was able to effect a match with only relatively minor modifications to the job functions.

But job restructuring is only one form of accommodation. Despite apparent limitations, it may be possible for the handicapped employee to do all the functions normally performed by others in his job category, but to do some of them in non-standard ways. It is the combined responsibility of the employer and the employee to effect such accommodation.

One of the most obvious accommodations for people with major impairments to their mobility is the elimination of architectural barriers. This applies to both external features which block access to a building as well as internal constraints which prevent the use of important facili-

ties . . . lavatories, drinking fountains, elevators, equipment controls. Although some of these accommadations may be difficult to make for existing buildings, new construction in both the public and private domain can easily take these factors into account.

Similar attention should be given to the needs of people with other disabilities to enhance their effectiveness on the job and to provide for their safety. These can frequently be handled by innovative procedures which involve little or no extra effort. The characteristics of some jobs, however, may be such that certain activities require the handicapped person to obtain assistance from a fellow employee. Although the person with the impairment may regret this dependence, his associate will typically be happy to be of occasional help. Those activities that would require frequent dependence on the volunteered help of others, however, should be eliminated from that person's job definition, or special aids should be utilized to allow him to perform them more independently.

To the extent they provide meaningful assistance, handicapped people already use special aids (artificial limbs and other prosthetic devices, special glasses, hearing aids, braces, and wheelchairs) to compensate in part for their impairments. Other devices exist which allow the deaf to use the telephone, the blind to read regular print, the spastic to type, the armless to operate computer terminals. Many universities and private research organizations are currently applying modern technology to develop new and improved aids applicable to disability problems in communication, mobility, dexterity, etc.

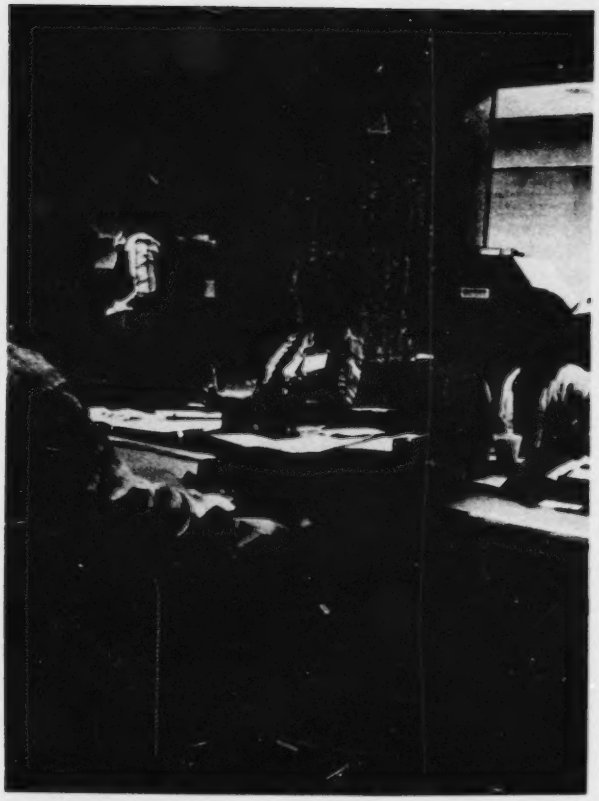
Difficulties involved in using the equipment normally associated with a job classification can frequently be solved by small adaptations made by the individual employer . . . a special rig to guide the hands of a blind person, lowering the controls for someone in a wheelchair, adding a flashing light to signal a deaf person. Special programs exist which direct a computer to present its output in Braille. And since terminal-oriented systems make it unnecessary for users of data processing equipment to be where the computer is, a motor-impaired person can have access to the computational and informational capabilities of the computer right in his own office.

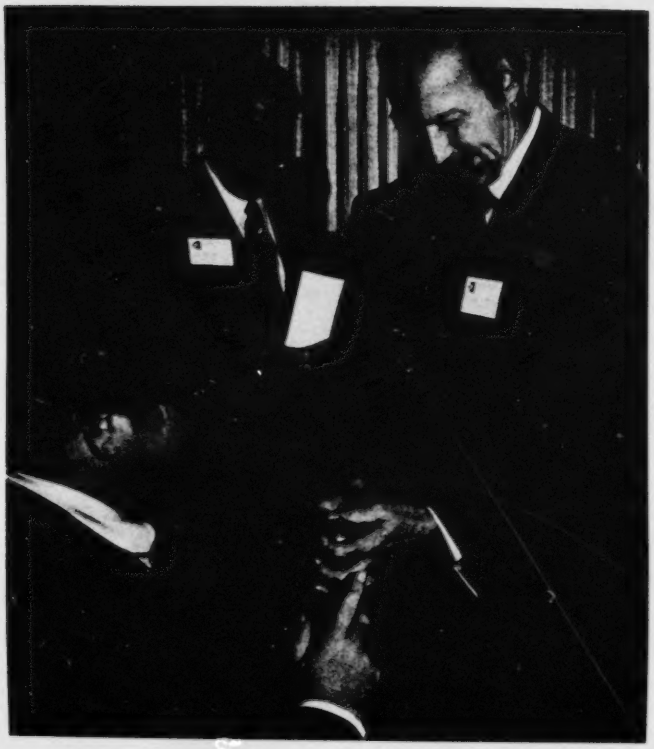
CONCLUSION

Educators and employers share in the opportunity to bring a new era of independence to people with disabilities. Complete independence, however, is not only unrealistic, it is undesirable. Better than independence is interdependence. "No man is an island, no man stands alone" is valid for all. The degree to which one person is dependent on another varies from situation to situation, from job to job, and from person to person. Whether a person has an impairment or not, he will be dependent on others...and others should be able to depend on him. For all of us, being able to hold up our end of the stick gives us pride in what we do and nurtures a sense of self-worth.

We are at the threshold of our country's third century. A growing concern for the quality of life for everyone, an increased awareness of the needs of people with disabilities, the determination of the handicapped themselves, plus major legislative promptings seem to have brought the handicapped to another threshold...a threshold of wonderful new opportunities in education and employment. It is now our combined responsibility to assure that the blind can see where that threshold is, that the orthopedically impaired can get their wheelchairs over it, and that the deaf can hear our invitation to "come on in."

University Administration





IMPACTING THE ADMINISTRATIVE SYSTEM-- DEVELOPING ADMINISTRATIVE SUPPORT

Dr. Robert T. Conley, President,
Seton Hall University

ABSTRACT

If the administrative system of an educational institution is to be sensitized to the needs of individuals with disabilities, it is essential to have the support and commitment of the chief executive officer. This commitment must go beyond, what I term, mere lip service. It must be clearly evidenced in university policy decisions, budgetary provisions and external affairs. It must be manifested by the creation of a supportive environment which is conducive to the development of an awareness and understanding of the needs and aspirations of the individual with a disability. In my opinion, this supportive atmosphere can be facilitated to a large extent by the process one uses in addressing the concerns of the handicapped student in particular.

POLICY

The chief executive must assume a major role in assuring that policy decisions are made for individuals with disabilities. However, as most of you realize, it is rarely wise for a president to formulate policy without broad participation. Ideally, he should influence policy decisions. If in dialogue, policy concerns are raised frequently and at appropriate meetings, the policy recommendations which the president's office is likely to receive will reflect these interests. Then, they can be introduced to the policy-making bodies of the institution without adverse commentary. An approach such as this permits administrators at the upper levels of the university to participate more fully in the early stages of the process and, thereby, take an active part in the governance structure of the institution. Simply said, it allows others to "buy" into the process and feel that they are contributors to policy development. There emerges from this process a "ripple effect" from the vice presidents to the deans and through the deans to the chairpersons and department heads.

BUDGET

In the area of budgetary planning and allocation, the chief executive officer must assume a direct function. This is especially true if dollars are to be allocated from the general fund of the institution. Budget requests are generated from the department level and flow upward for review. I am sure each of you has experienced, especially in the private sector, that the amount requested tends to get smaller at each step of the process. Because of the many levels of review, it is possible for a budget request to be eliminated completey. It is necessary for the president to raise questions where items that should be included are in fact not present. When the president reviews the budgets, he must make the necessary adjustments so that the final budget includes provisions directed toward the institution's accessibility efforts.

With this point, I do not intend to suggest that Seton Hall University has a surplus of funds. I can assure you such is not the case. The point I do wish to impart is that dollars are allocated according to institutional priority, and it is the president's job to impact the decision-making process in such a manner that some dollars or "dollars-worth" are in fact earmarked for the institution's accessibility efforts.

Additionally, presidents are involved in numerous activities outside the institution that are designed, in part, to establish a positive image of the institution and to lay the necessary groundwork which is intended to generate interest in the institution and its programs. Work of this type encompasses individuals, foundations, corporations, county, state and federal governments and individual legislators.

At the present time, most states have not appropriated dollars in any significant amounts to provide essential services to handicapped students in higher educational institutions. The president, together with appropri-

ate staff members, must begin to communicate the concerns and needs of handicapped students to key legislators and be prepared to offer assistance to the legislators where needed.

Seton Hall University is taking such initiative in New Jersey. The legislation which established casino gambling in Atlantic City mandated all tax revenues be used exclusively to service senior citizens and educate the handicapped. At present, to my knowledge, there is no legislation on the books on how these dollars are to be spent. The tax dollars are rapidly accumulating in the State treasury. Through Seton Hall's role as a vocal spokesman, both in and out of committee, we are confident that State legislative consideration for services to handicapped students enrolled in New Jersey colleges will become a reality.

ASSESSING AN INSTITUTION'S COMMITMENT THROUGH OTHER THAN DOLLAR SUPPORT

The most readily available means of assessing an institution's commitment to, and support of, handicapped students is by the actual number of dollars allocated. While this is an obvious indication of commitment, I suggest that dollars alone do not produce an accurate and complete assessment. There are other areas which when coupled with the budgetary provisions provide for a more complete picture of an institution's actual efforts in this respect.

1. How much confidence is placed in the deliberations and recommendations of committees for the handicapped? The action that each of the committees' recommendations receives is certainly an indication of university commitment. I must caution here that instant response is often not possible. Over several years, however, the budget should be a good barometer.

2. What is the institutional status of the individual who is responsible for coordinating accessibility? It is essential that this person be in a position to render input into the decision-making process. Additionally, this individual should have access to the chief executive as well as the necessary authority to follow the recommendations through to implementation. In most cases, this will involve direct interaction with middle management.

3. To what extent are the needs and concerns of the handicapped students actually incorporated into institutional policies and procedures? In short, are they mainstreamed into the everyday workings of the university?

4. How many offices are actively servicing the needs of handicapped students through their regular staff and services?

5. How many handicapped individuals are employed by the institution? At what levels?

6. To what extent does the institution initiate and/or support actions by associations to which it belongs in identifying and resolving issues regarding the handicapped?

These six suggestions, hopefully, give you an idea of how commitment can be measured in other than dollars and budgets.

DEVELOPING SUPPORT AT THE ADMINISTRATIVE LEVEL

It is important to recognize that the degree of understanding by upper level administrators of the particular needs and concerns of the handicapped varies from institution to institution. I would like to suggest several approaches which may facilitate an understanding at the administrative level.

1. It is essential to have handicapped individuals as well as a cross section of university personnel both faculty and administrators involved in the identification of handicapped students' needs as well as in the development of solutions.

2. Mechanisms should be developed which effectively communicate the concerns of disabled students to the executive level. These mechanisms should allow for an accurate statement of the needs as well as suggested solutions. Additionally, the mechanisms must include a specific statement on what the impact would be on handicapped students if the needs are not addressed. If possible, one should also indicate how a proposed course of action would benefit the institution such as through increased enrollment of paying students, moral commitment, federal compliance, etc.

3. Wherever possible, a dialogue with the administration, especially with middle management, should involve representation from the handicapped student population.

4. Frequent and positive inter-

action between students with disabilities and the administration is, perhaps, the most effective way to achieve understanding and commitment at any level.

IMPACT ON ATTITUDES-- SOME CONSIDERATIONS

Attitudinal barriers and sheer ignorance by able-bodied employees often prevent individuals with disabilities from enjoying and benefiting from full participation in services and programs provided by institutions of higher education.

Chief executives can do a great number of things but cannot mandate attitude changes. We can, however, recognize the problem and then attempt to resolve the issue of programmatic accessibility in such a manner that we do not further alienate those whom we are attempting subtly to influence.

Trends in higher education are changing. Various offices in institutions must change with these trends. Moreover, there is more emphasis on program evaluation and program planning. Many departments and programs are reorganizing in an effort to become more effective and productive. Regardless of the reasons for the departmental and/or program reorganization, the moment presents a golden opportunity for incorporating services to the handicapped within the structure and fabric of a department's regular services. To illustrate my point, consider the following:

In the face of declining enrollments, many institutions are making an in-depth examination of their recruitment and admissions programs. Institutions are attempting to identify those whom they can best serve. Within this approach, a valiant attempt is being made not only to understand the characteristics of specific groups of potential students, but to develop and implement an approach which will successfully attract students to a particular institution. Accordingly, a large number of institutions are allocating staggering sums of money to attract the non-traditional students. As this process takes place, we must take positive steps to ensure that the students with disabilities are included in this recruitment approach. Admissions officers and those who supervise the admissions process should be encouraged, even nudged, to recruit actively students with disabilities. Along this line, I have instructed our admissions office to include this target population of students as part of its regular recruitment process.

Similarly, we are witnessing a shift in focus in counseling services which educational institutions provide. The shift is from the clinical model approach to one of career planning. As this approach is being planned and implemented, the special needs of individuals with disabilities must be communicated to the counseling office and its supervisory group so that the staff will include individuals who are sensitive to understand, and are able to work effectively with students with disabilities. Such a shift in focus has occurred at Seton Hall where the Counseling Center, Placement, and Pre-Professional advising have been centralized into a single office titled Career Planning and Placement Services. One of the counselors has been assigned a working role with handicapped students, both on and off campus, to assist in solving placement problems we so often see among our handicapped student population.

Additionally, the counselor has played a major role in the institution's efforts to address the problems of the handicapped. With the centralization of these three major functions under one roof, this individual will be able to facilitate directly an understanding by the other staff members of the needs, desires and aspirations of disabled students.

A college education is not the only means to gainful employment by many of us. However, it certainly is of paramount importance for an individual with a disability. This is not to suggest that a sound college education will guarantee a person with a disability direct access to full participation in the employment market. However, the lack of a sound academic preparation certainly guarantees the lack of meaningful participation.

Institutions of higher education, therefore, have a special obligation to consider the needs and aspirations of the handicapped person and to take whatever steps are necessary to meet his/her needs. These needs should be addressed in a manner which is most likely to preserve and enhance the student's self-esteem and personal dignity. This, in fact, is the challenge.

This challenge must be accepted by those who are committed to the principle of equality of access so that we may move forward to the goal of full participation in all segments of the American society by individuals with a disability. It is within the spirit of this obligation and the challenge confronting us that I have attempted to share with you today some of my thoughts, suggestions and experiences.

I do know that we are all handicapped in one way or another, and all of us might take seriously the words of Lyndon Johnson:

> "To hunger for use and to go unused is the greatest hunger of all."

MANAGEMENT TRAINING TECHNIQUES

Ron Smith, North Orange County Community College District

ABSTRACT

Participants in this session were involved in improving their skills in Program Management. Included were a presentation on an articulation process, workshops in cost-effective management and program funding, and a presentation and discussion on influencing legislation.

ARTICULATION

There are a number of specific needs which are responded to by a carefully developed articulation program. In the broadest sense, articulation means our systematic and regular interaction with other agencies and institutions serving the unique needs of the handicapped.

We have an obligation to be aware of all those resources available to the handicapped. This enables us to refer persons with handicaps to others for effective relief of needs to which we cannot respond. The manager sees this as a means of conserving resources, in that there is no need to attempt to be all things to all people. We also might discover that in some instances, others are better qualified and more capable of meeting certain needs. This awareness of resources comforts us in that we know we are not alone. Finally, when we work with others and combine resource capability, we find we can accomplish a great deal more. The effect on resources is synergistic in nature, and everyone wins.

We who work with the handicapped are responsible for the development of competencies in four specific areas. All of us have need of these competencies, but due to the limiting nature of disabilities, they are of particular importance to the handicapped. These competencies are:

1. Awareness of self;
2. Awareness of opportunity;
3. Awareness of the characteristics of opportunity; and,
4. Planning skills.

The development of these competencies is essential to get from "where I'm at" to "where I want to be." If we are to assist and/or facilitate this career development, we must be aware of all the available steps to the career development ladder. The total spectrum of individual need will likely be responded to by a multiplicity of agencies and institutions. You, therefore, have a need to be aware of the total spectrum of services/programs available. An important side benefit of this process is that you will become aware of the gaps-rungs in the ladder which are missing. Hopefully this will lead to either individual agency or cooperative program development to meet unmet needs.

We have been aware in the past of persons making placement decisions based upon their available programs. An institutions develops a program to train handicapped persons. Therefore, all handicappped persons at that institution go into that training. Students are placed for the programs sake rather than for their own needs. We must place students based upon a reasonable assessment of need. This requires an awareness of all available programs.

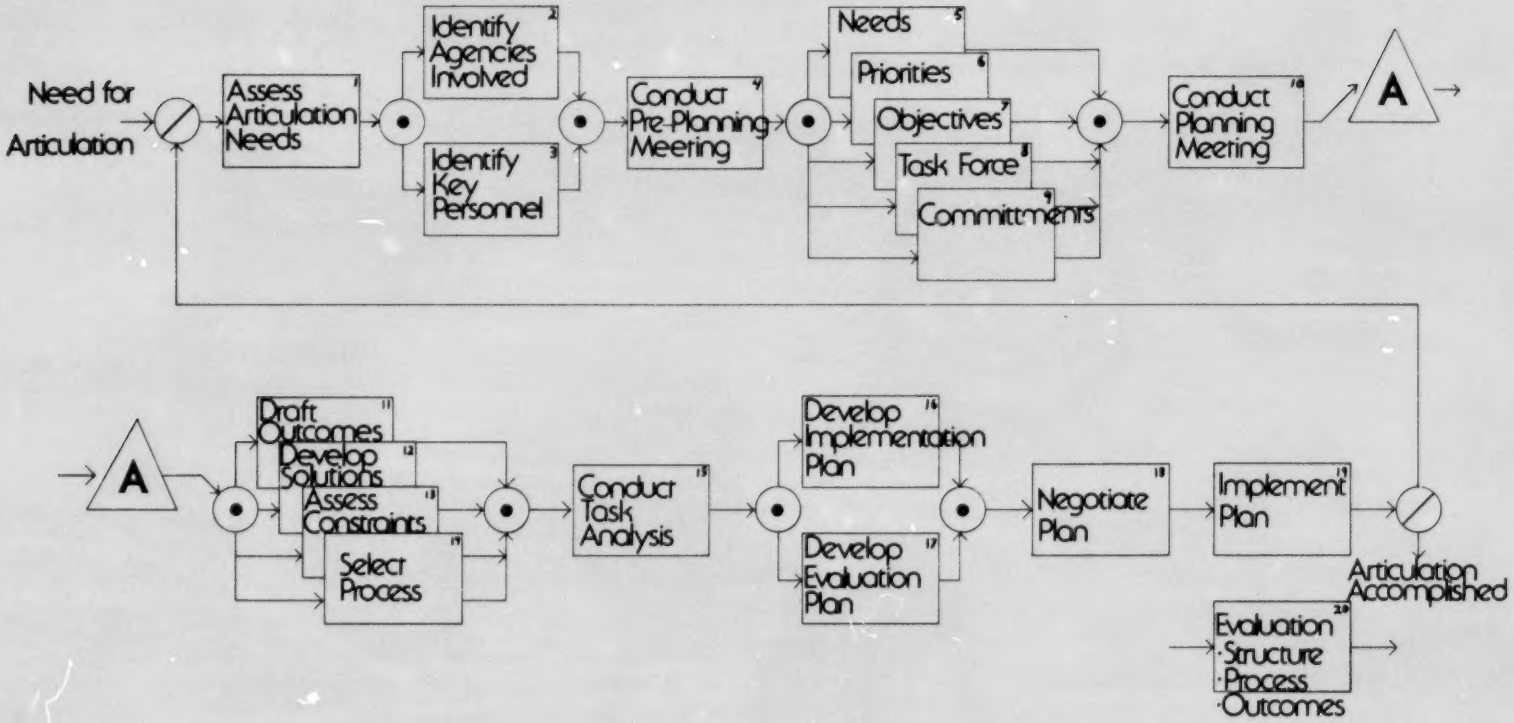
There is also the need for us to coordinate our curriculum or activities with others involved in this developmental process. This is the more traditional articulation. We develop community college curriculums using our knowledge of secondary curriculum, and in many cases, mindful of university transfer requirements. This articulation process is also essential to agencies who refer to educational agencies. These agencies need to be aware of prerequisite requirements, physical capability requirements, cost, time, educational outcome expectations and employment opportunites, to name just a few.

MODEL SYSTEM TO FACILITATE ARTICULATION

Figure 1 in the articulation model was reviewed with participants. Its use is an aid to determining articulation needs, developing an articulation plan, implementing the plan and evaluating the results.

MODEL: SYSTEM TO FACILITATE ARTICULATION

Ronald E. Smith
Project Coordinator
Cerritos College



INPUT: System input is either:

a. The assumption that articulation needs exist (see Appendix 1 for a definition of articulation), or;
b. The results of previous articulation efforts.

ACTIVITIES:

1. ASSESS ARTICULATION NEEDS
   Available evidence is assessed and/or additional evidence is collected to permit the identification of articulation needs.
2. IDENTIFY AGENCIES INVOLVED
   Those agencies critical to the solution of articulation needs are identified.
3. IDENTIFY KEY PERSONNEL
   Determine the identity of key personnel, representative of critical agencies, who are to be included in an articulation effort.
4. CONDUCT PRE-PLANNING MEETING
   A meeting of identified key personnel from critical agencies is held to initiate an articulation effort.
5. DEFINE NEEDS
   A working definition of need(s) is agreed upon.
6. ESTABLISH PRIORITIES
   Where more than one need is identified and defined, the needs are prioritized.
7. SET OBJECTIVES
   Measurable objectives establish the basis for future planning and evaluation.
8. ESTABLISH TASK FORCE
   It is agreed that an articulation effort is to be undertaken, duties and responsibilities are assigned and any additional personnel requirements are determined.
9. MAKE PLANNING COMMITMENTS
   A time frame is established in which the articulation effort is to be completed; date and location of next meeting is agreed upon.
10. CONDUCT PLANNING MEETING
    Articulation planning is undertaken by the established task force.
11. DRAFT OUTCOMES
    Based on agreed upon needs and objectives, statements are drafted representing the desired outcome(s) of the articulation effort.
12. DEVELOP SOLUTIONS
    Alternative solutions available to accomplish desired outcomes are determined.
13. ASSESS CONSTRAINTS
    Factors that may inhibit/prevent an articulation effort from being implemented, conducted or successfully concluded are considered.
14. SELECT PROCESS
    Based upon alternative solutions available and identified constraints, the task force comes to an agreement regarding the process to be employed to accomplish desired outcomes.
15. CONDUCT TASK ANALYSIS
    Based upon all previous input, an analysis is completed to determine all tasks that must be undertaken to accomplish desired outcomes.
16. DEVELOP IMPLEMENTATION PLAN
    A plan is developed and agreed upon which includes required tasks, the sequence of tasks, a time-line of tasks, task assignments and individual responsibilities.
17. DEVELOP EVALUATION PLAN
    An evaluation component, based upon articulation objectives, is developed and incorporated with the implementation plan.
18. NEGOTIATE PLAN
    Necessary approvals, agreements and endorsements are obtained prior to implementation.
19. IMPLEMENT PLAN
    The articulation effort is implemented.
20. EVALUATION
    The evaluation program is implemented; all elements are evaluated to provide an assessment of program structure, process and outcomes.

OUTCOME: System outcome is either:
a. The articulation planned for has been accomplished, or;
b. Articulation needs are to be reassessed.

COST-EFFECTIVE MANAGEMENT

There are two essential reasons why cost-effectiveness demands our attention when managing programs for the handicapped. First, these programs are often more costly than traditional programs. Secondly, resources for these programs have historically been quite limited. Therefore, we need to pay great attention to resource utilization to optimize benefits to the program.

Participants were introduced to a model which simply but effectively defines the role of both "manager" and "producer." If this model is used as intended, the manager is better able to have resource utilization visible at all times. See Appendix II.

The primary responsibility of any manager is to audit those activities for which the manager is responsible. This ongoing audit will reveal needs. Those needs are assigned to producers who plan to meet those needs and come to a results agreement with the manager. Producers always have the responsibility to report on their activities to the manager. The producer implements the agreed upon plan and the manager, through reports, observations, and other feedback, monitors the process. The producer is responsible to gather data and assess evidence of results being obtained. The manager must validate the evidence. If the results are acceptable the monitoring process continues. If not, a new results agreement will be necessary and the process begins again. Finally, the manager must always be aware of the coaching-learner relationship. Note also that there are times when the producer will be the coach and the manager will be the learner.

Small groups of participants worked together to identify as many program cost factors as possible. The major areas of cost agreed upon were as follows: (Not listed in rank order.)

1. Administration
2. Certified Personnel
3. Classified Personnel
4. Support Personnel
5. Books, Supplies, Equipment Replacement
6. Facilities
7. Barrier Removal
8. Support Equipment
9. Consultants
10. Program Development

Subsequently, each small group came to a quick consensus on three cost factors most in need of effective cost controls. The factors agreed upon varied by groups just as the circumstances dictating the need for cost controls will vary among institutions and agencies. Each small group then brainstormed for cost control solutions to the three cost factors they had agreed upon.

The purpose of the workshop was not to identify every need for cost controls and solutions for all institutions and agencies represented. This would be too ambitious an undertaking. Rather, the participants engaged in a process which will aid them in the development of more complete cost control programs. The workshop experience did increase their awareness of the need for cost-controls, helped them identify most cost-control factors, and made them aware of many cost control solutions.

FUNDING

An examination of the funding of programs for the handicapped included an analysis of both current and potential funding sources. Also, we examined means of stabilizing funding sources. The participants, working in small groups, engaged in a workshop mode for these purposes.

It was intended that this experience would do more than just aid each participant in an analysis of funding sources. It was also a learning experience for them. This was accomplished by having participants individually or in groups representing the same agency answer six questions about funding. If they answered "yes" to a question they went on to determine the stability of that source. If they answered "no", they worked with the group to determine ways to have funds made available through that source. If they

answered "do not know", that became an action item with the responsibility to find out assigned. The questions asked were:

1. Your educational agency receives state funds in support of programs for the handicapped.
2. Your education agency commits some of its funds in support of programs for the handicapped.
3. You have made available to you Vocational Education Act (VEA) funds in support of programs for the handicapped.
4. Your program generates income based upon student attendance to be used in support of programs for the handicapped.
5. Your program costs are subsidized in part by other community/state agencies.
6. Your program is supported in part by a means not identified above.

Participants used group brainstorming techniques to identify alternative means of making funds available through identified unused sources. Then each group had three persons agree to develop an action plan concept paper based upon their group input. These papers had a due date assigned, and copies will be forwarded to all members of that group.

Having a source of funds is one thing but being able to rely upon some degree of funding stability is quite another. On one hand we may have a mandated situation where the amount of funding is constant and fixed. At the other extreme, we may or may not get funds based upon the whim of an administrator or mood of a board. Good managers will seek to correct this situation as stable funding is a prerequisite to stable programming.

Federal funding sources frequently either earmark a portion of available funds for the handicapped, place the handicapped high on the funding priorities, or both. This often provides a stable funding source. The best example is the 10 percent of Part B. V.E.A. Entitlement Funds, which must be used for the handicapped or be returned. However there are many disadvantages to federal funding. Most important is the "seed money" concept. These are funds available for start-up purposes only (development) and sometimes demonstration and evaluation. The nature of federal funding is to stimulate development, not maintain programs. Use of developmental funds can trap you into a situation where you are hurting to find a way to continue that which you have developed. Federal grants can do you much good, but where are you if the grant is not funded or when grant funds run out or are reduced.

The most stable funding source is that which allocates to your program a fixed dollar amount based upon student participation in your program. These funds, whether from state government or local sources, one way or another are public funds. We can statistically demonstrate the percentage of our working age population who are disabled. Is it not logical, therefore, to reason that a percentage of these public dollars going to education should be earmarked for the handicapped. States provide monies to public school systems (K-12) for the handicapped. What about post-secondary public education? California Community Colleges won a battle a few years ago by having our right to a share of K-12 funds affirmed, for students with handicaps under 21. This was not enough, but when tied to V.E.A. Funds for the handicapped, it gave us a real boost. Subsequently, we influenced legislation and now have established our own funding source for community colleges serving the handicapped.

No discussion on funding would be complete without first stating that we develop programs for the handicapped based upon need, not upon available funding. Like any other program or activity designed to serve the community, you must do your homework. You prove need and demonstrate that your priority of need entitles you to a share of those resources already available. You use as your program base an allocated share of existing resources.

When we are fortunate enough to stabilize funding sources, we then look for ways to supplement that funding. The articulation process, if employed, will provide valuable input regarding sources of additional funds. Many agencies, both public and private have funds to assist the disabled in the development and placement process. You may find resources available for cooperative ventures reducing your outlay, or for facilities, equipment, development, evaluation, support personnel, staff costs or counseling. Additionally, many of these agencies support their clients in ways meaningful to education, and some will pay fees for education-

al services. The important thing to remember is that these funds are like overtime. They're helpful and nice to have, but on which you cannot rely.

Earlier we alluded to the six questions on funding. During that activity they were asked to rate the stability of identified sources of funds. Participants worked with those sources considered not stable, and brainstormed to identify alternative means of effecting some stability.

As in the cost-effectiveness activity, a group of three were assigned to develop action plan concept papers to share with group members.

LEGISLATION

The final activity of our presentation time period was a brief presentation followed by large group discussion on legislation. We were interested in sharing with the group effective means of influencing legislation and how to organize for lobbying purposes. The following is an outline of the information shared with the participants for these purposes:

Purpose: To examine the means by which we can best influence legislation and organize for lobbying activities.

A. Coordination of Advocates/Clarification of Opposition
   1. Meet and confer with all other advocates and lobbyists to establish a united front.
      a. Share concerns, needs, data and discuss issue. Reach a consensus on the issue.
      b. Determine who would be willing to testify/lobby your issue.
      c. Identify legislator to author your bill and/or board member to present your issue.
      d. If issue cannot be agreed upon, call upon author/board member to ameliorate the issue.
      e. Avoid any dissension among advocates.
      f. Establish communications/coordination procedures.
   2. Meet and confer with the Opposition
      a. Identify the opposition.
      b. Negotiate with them to reduce opposition.
      c. Analyze objectively the opposition viewpoint.
      d. Objectively state remaining points of opposition.
      e. Develop unemotional rebuttals to opposition.

B. Support of Author/Board Member
   1. Prepare brief report for person who will be working with your issue.
      a. Enumerate issues upon which advocates are unified.
      b. Enumerate issues upon which advocates are not unified.
      c. Identify opposition.
      d. Concisely state opposition points.
      e. Concisely state rebuttal (s).
   2. Provide list of persons willing to testify, witness, and/or lobby.
   3. Ask author/board member "specifically" what you can do to help. Let this person know you are standing by to assist. (Prevent overburdened legislator syndrome.)
   4. Regularly contact the author/board member office. Be willing to work with aide; work closely with aide. Issues often presented based upon work and recommendation of staff.
      a. Staff person focuses more on detail.
      b. Staff person very important to you.
      c. If you cannot work with staff, should consider new legislator/board member.

C. Executive Decisions
   1. You may win the battles but lose the war.
   2. Must follow the same process as in A and B above.
   3. Lobby his/her advisors.

D. Additional Considerations
   1. Fact sheet on issue, for evevyone's use.
      a. Should be on one page; double spaced.
      b. Keep it up to date; everyone's copy.
      c. Have copy with you always.
      d. Identify all sources of data; validate all data.
      e. Do not use precious space to validate data in the narrative. Use footnotes.
      f. Have your name and phone

number listed in a conspicuous place.
   g. If you must use more than one page, have all critical data on the first page.
   h. If you appear before a group on the issue, have a copy for each, with their names on the copy if possible.
   i. Language should be positive; leave out negatives.
2. Do not wait until a committee has met before giving individual committee members your viewpoint.
3. Contacting your advocate (author/board member).
   a. Make appointment, be on time, be prepared.
   b. No soap boxes, deal in fact, on issues.
   c. Respect their time.
   d. Perseverence is a code word.
   e. Develop a mutual respect. Your time is also precious, you are a valuable person. Work together as professionals.
4. Coordinate all advocate activity.
5. Coordinate rolls of legislator/board person to your own. How do you help in session? What alternatives to passage will you accept?
6. No anger, no temper or emotional outbursts.
   a. Act as a professional in a positive way.
   b. Do not burn bridges behind you.
7. Use qualified persons to witness or testify. Persons who have subject matter competence, are articulate, make a good appearance, and are good communicators. Disabled persons a plus.
8. Have communications (phone-telegrams) ready to turn on at moments notice. Coordinate this activity and do not overuse it.
   a. Phone network can get quick telegram results. Five call five, who call five, etc.
   b. Make sure people know who their representatives are, as well as key committee members.
   c. Do not use mail. Too slow and unreliable.

APPENDIX I

GLOSSARY OF TERMS

ACTIVITY: One element of a function, not separate but part of a set making up the whole. Described in terms indicative of action to be taken (i.e., contact potential employers).

ANALYSIS: An act of breaking down something complex into its essential elements, and examining those elements separately and collectively.

ARTICULATION: The process by which education personnel, working in concert with others, coordinate the goals, objectives and activities occuring in vocational/occupational and academic education programs so that a smooth transition of developing competencies is obtained for the student as he/she moves from one educational unit to the next.

ASSESSMENT: An examination of items permitting (or resulting in) their identification, valuation and classification (i.e., size, need, importance).

CAREER EDUCATION: A comprehensive, systematic and cohesive plan of learning organized in such a manner that youth at all grade levels in public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individuals and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment.

DESIRED OUTCOME: The consequence you determine will complement need; that outcome most responsive to your wish. The result hoped for.

DISADVANTAGED PERSONS: Persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs, related services, or both in order for them to benefit from an education program. This includes persons whose needs result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at

large, but it does not include physically or mentally handicapped persons.

EVALUATION CRITERIA: The basis upon which you can test your results. The manner in which you can obtain measurements permitting evaluation.

FUNCTION: A complex duty to be performed; an operational term characteristic of an action need, but not stated in action terms (i.e., placement).

HANDICAPPED PERSONS: Those persons who, due to a physical, communications, learning or developmental impairment, or other health impairments, cannot succeed in regular educational programs without special assistance and/or a modified program.

NEED(S): The discrepancy between what ought to be and what is. A problem or situation existing that demands recognition and relief. A lack of something requisite.

OUTCOME: The final consequence or result.

PROCESS CONDITION: A constraint imposed upon the manner in which a result will be achieved (i.e., employers will be contacted only by phone).

ROP/ROC: Regional Occupational Program/Regional Occupational Center.

SYSTEM: Regularly interacting or interdependent group of items forming a unified whole.

SYSTEMATIC: Methodical in plan or procedure; to investigate carefully; a methodology to present in an organized manner procedures or plans; resulting in a system.

TASK: One level of complexity below activity. A duty to perform that is one of a set of duties making the whole (i.e., visit potential employers).

TAXONOMY: A study permitting an orderly classification; systematic classification.

APPENDIX II

MANAGEMENT STRUCTURE

Manager	Producer
1. Audits	1. Results Agreement, Plans, Reports
2. Monitor	2. Implement
3. Validate	3. Assess Evidence
4. Coach	4. Learn

Keirsey, D.W. and Bates, Marilyn
Results System Management
California Personnel and Guidance Association
Monograph Number 6; 1973

MANAGING FOR COST-EFFECTIVENESS WORKSHEET

A. Objective. Optimize the delivery of educational services to persons with handicaps by effective utilization of existing and/or acquired resources.

B. Cost Factors. Listed below are factors involving costs. Quickly review them and agree upon additional factors to add to the list.

1. Administrative Personnel
2. Certificated Personnel
3. Classified Personnel
4. Staff Benefits
5. Books, Supplies, Equipment Replacement
6. Facilities
7. Barrier Rmoval
8. Support Personnel
   a. Personal Attendant
   b. Mobility Assistant
   c. Interpretor
   d. Note-Taker
   e. Tutor
   f. Specialized Counseling
   g. Transportation
   h.
   i.
   j.
   k.
   l.
   m.
   n.
   o.
   p.
   q.
   r.
9. Support Equipment
   a. Brailler
   b. Magnifying Lenses
   c. Visualtek or Appollo
   d. Automatic Page Turner
   e. TTY or MCM
   f. Large Print Typewriter
   g. Variable Speed Tape Recorders
   h. Speech Compressor
   i. Talking Books
   j. Videotape Equipment
   k. Special Need Typewriters
   l. Talking Calculator
   m. Battery Charger
   n.
   o.
   p.
   q.
   r.
10. Consultants

C. Prioritize Cost Factors. Quickly agree upon three cost factors which the group feels demand effective cost controls. List those cost factors here.

1. _____

2. _____
3. _____

D. Brainstorm each cost factor for one minute, to determine means available to eliminate or reduce costs, or to more effectively use existing resources.

Example:

Cost factor: Certificated Salaries

Cost controls:

1. Use Part-Time Personnel Only
2. Overload Current Staff
3. Use of Volunteers
4. Use of University Interns
5. Increase Class Size
6. Increase Class Size by Addition of Instructional Aides
7. Obtain Department of Rehabilitation Facilities Grant
8. Integrate Students into Regular Instructional Programs
9. Develop Individualized Instructional Materials (Self-Study).
10. Develop Coordinated Instructional System (Self-Study Materials and Equipment in a Learning Center)

E. Brainstorm Results.

Cost Factor Number 1:

_____

Cost Controls:

1.
2.
3.
4.
5.
6.
7.
8.

Cost Factor Number 2:

_____

Cost Controls:

1.
2.
3.
4.
5.
6.
7.
8.

Cost Factor Number 3:

_____

Cost Controls:

1.
2.
3.
4.
5.
6.
7.
8.

FUNDING WORKSHEET

a. Objective. To analyze current and potential sources of funding programs for the handicapped; to look for a means of stabilizing funding sources.

B. Process. You are requested to individually (or in groups representing the same education agency) review and respond to the following questions. Please respond as follows:

1. Check either Yes, No, or Do Not Know, following each each question.
2. Rate each funding source for which you checked 'Yes' according to the degree of stability represented. Use the following scale:

Value	Definition
1	Not Stable (i.e., Subject to Administrative Decisions; Availability of Funds, etc.).
2	Poor Stability
3	Somewhat Stable
4	Acceptable Stability
5	Stable (i.e., Funds Certain Over a Three Year Term; Funds Mandated; Board Commitments; etc.)

a. Your educational agency receives state funds in support of programs for the handicapped.

YES___ NO___ DO NOT KNOW___

(Check One)

STABILITY: 1 2 3 4 5

(Circle One)

b. Your educational agency commits some of its funds in support of programs for the handicapped.

YES___ NO___ DO NOT KNOW___

(Check One)

STABILITY: 1 2 3 4 5

(Circle One)

c. You have made available to you, V.E.A. (Vocational Education Act) Funds in support of programs for the handicapped.

YES___ NO___ DO NOT KNOW___

(Check One)

STABILITY: 1 2 3 4 5

(Circle One)

d. Your program generates income based upon student attendance to be used in support of programs for the handicapped.

YES ___ NO___ DO NOT KNOW___

(Check One)

STABILITY: 1 2 3 4 5

(Circle One)

e. Your program costs are subsidized in part by other community/state agencies.

YES___ NO___ DO NOT KNOW___

(Check One)

STABILITY: 1 2 3 4 5

(Circle One)

f. Your program is supported in part by a means not identified in a. through e..

YES___ NO___ DO NOT KNOW___

(Check One)

STABILITY: 1 2 3 4 5

(Circle One)

C. Procedure.

1. List any of the above checked 'Do Not Know' as an action item.

	Action Item	Person Responsible	Due Date
a.	_____	_____	____
b.	_____	_____	____
c.	_____	_____	____

2. Circle below any of those questions (a.-f.) to which you responded with a 'No'.

a. b. c. d. e. f.

3. Working collectively with your group, brainstorm (Step 1 for two minutes) for alternative means of changing 'No' to 'Yes' on any of these questions. Record brainstorm results below.
   a. Brainstorm solutions to funding sources.
      (1) _____
      (2) _____
      (3) _____
      (4) _____
      (5) _____
      (6) _____

4. Select three persons from the group who are each willing to develop an Action Plan Concept Paper to share with the rest of the group.

ACTION TEAM

1. _____
2. _____
3. _____

Date Papers Due: _____

5. Circle below any of those questions (a.-f.) to which you assigned a stability value of three or less.

a. b. c. d. e. f.

6. Working collectively as a group, brainstorm (Step 1 for two minutes) for alternative means of improving stability. Record brainstorm results below.
   a. Brainstorm solutions to stability.
      (1) _____
      (2) _____
      (3) _____
      (4) _____
      (5) _____
      (6) _____

7. Select three persons from the group who are each willing to develop an Action Plan Concept Paper to share with the rest of the group.

ACTION TEAM

1. _____
2. _____
3. _____

Date Papers Due: _____

8. Select one person willing to make copies of your group roster for forwarding to all group members.

   1. _____

9. We return to large group mode (in place if practical) at 11:45 A.M..

PHYSICALLY DISABLED STUDENTS USE OF SERVICES IN HIGHER EDUCATION

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ABSTRACT

Data collection procedures are important for analyzing the impact of rehabilitation services for physically disabled students. Non-ambulatory freshman and junior students require more services than students with ambulatory impairments. After two years of university life, use of services decline and independence improves. However, some junior non-ambulatory students continue to require services throughout their academic career.

INTRODUCTION

This study analyzes the trend of service-use by physically disabled freshman and juniors at Wright State University during the 1973-1975 academic years. Ideally a four-year longitudinal study of one group would provide the best index of service-use. However, since our study was for two years, the data does provide some generalities concerning the use of the services by physically disabled students.

Specialized services are essential in assisting some physically disabled students in completing an academic degree (Lerner & Martin, 1955; Condon, 1955; Cantoni, 1961). Physical, academic, and personal services are available to any student who requests them from Wright State University's Handicapped Student Services Program (HSSP) staff and other university offices. Disabled and able-bodied students are employed on a part-time basis by the HSSP as attendants, proctors, readers, physical education assistants, etc., to assist the disabled in meeting their needs. Attendants also provide personal contacts and increase the interaction between handicapped and non-handicapped students.

All physically disabled students fulfill the same academic requirements and meet the same degree standards that are required of other students. When necessary, physical adaptations are made in classrooms and laboratories for the handicapped. Arrangements are made for special equipment, tutors, and other facilities that permit the student to complete a course requirement.

Each quarter, prior to the opening of classes, the HSSP staff conducts an orientation program for recently admitted disabled students to inform them about university life, academic standards, and the availability of services. Each student is encouraged to develop self-discipline and independence during his academic career. A reduction in the use of services suggests that a student is developing independence.

DATA COLLECTION

Accurate and complete information is essential for evaluating services. A data sheet (Appendix I) was developed to indicate the use of services by each student throughout each academic year. Each unit within the university that provided a service was responsible for keeping accurate records on services used by handicapped students. At the end of each quarter the data was collected and analyzed.

Demographic information collected from each student was sex, age, date of birth, marital status, and race. Data on academic background included type of high school attended, class rank and GPA. Twelve disability categories were used to classify the student's disability. Information was also secured on how the handicap was acquired and when the disability occurred. In addition, information on student residence was secured.

After the data was collected, each service was analyzed according to the incidence of use. A frequency distribution was developed for each service that was used in developing a program-use index of none, small, medium or large. Table I indicates the frequency distribution and use index for each service. Comparisons are made between ambultatory and non-ambulatory students and between freshmen and juniors.

RESULTS

Table II reflects the use of service for the population. Trained attendants encourage the handicapped student to become independent through the use of adapted techniques. The results indicate that self-direction in eating, dormitory living, and fulfilling other personal needs has been effective in developing independence. Table II shows that while 35 percent of the non-ambulatory students required attendant care, only 6 percent of the ambulatory persons were in need of this service. In fact, 44 percent of the freshman, non-ambulatory students used this service at some level, but only 25 percent of the junior, non-ambulatory students required attendant care. Thus, to some quadriplegia and paraplegia students, personal services are essential throughout their collegiate life.

An extensive voluntary adaptive physical education program permits students to participate in a variety of therapeutic and recreational activities. Archery, bowling, billiards, dancing, body building, table tennis, track, swimming, and wheelchair basketball are some of the activities that are available to students. Each student's program is designed after consultation with medical personnel. The first year adaptive physical education was offered by a full-time director was in 1973-74. As Table II shows, 30 percent of the non-ambulatory students used this service and only 10 percent of the ambulatory students availed themselves of the athletic programs. Orthopedic students living in the dormitories were the major users of this service since the athletic facilities are contiguous to the dormitory. Our findings reveal that over one-half of the ambulatory and non-ambulatory persons made medium or large use of these facilities.

Counseling, which is the highest used service, is important to both ambulatory and non-ambulatory students in overcoming negative self-concepts and adjusting to a university community. Table II indicates that 72 percent of the non-ambulatory and 33 percent of the ambulatory students require guidance on personal and academic issues. Sixty-six percent of freshman, nonambulatory students made medium or large use of this service. Counselors also provide guidance on career development, especially during a student's junior and senior year.

University Health Services provides basic medical care for disabled and other students. Students with major medical problems are referrred to hospitals in the community. The findings in Table II show that 63 percent of the non-ambulatory freshmen and juniors and 32 percent of the ambulatory students required medical assistance. It is noteworthy that 51 percent of the freshmen non-ambulatory students and 45 percent of the junior non-ambulatory students made medium or large of this service.

A tape library with over 1,000 volumes of basic textbooks and other library materials are available for the blind and the partially-sighted students. Tapes are used more extensively than braille. Table II indicatesthat 6 percent of the ambulatory and 3 percent of the non-ambulatory students required this service.

Assistance in taking examinations is primarily confined to students with visual and orthopedic impairments. Both ambulatory and non-ambulatory freshmen use this service more extensively than ambulatory and non-ambulatory juniors (Table II). In fact, while on 5 percent of the ambulatory and non-ambulatory freshmen and juniors use this service, 25 percent of the freshmen non-ambulatory persons needed assistance in taking examinations.

Transportation to and from the campus for non-resident students is an essential service in an urban community where public transportation is inadequate. Students are transported in handibuses to (1) their classes, (2) medical appointments, and (3) recreational activities in the community. The handibuses are equipped with hydraulic lifts and seat belts. Table II shows that 31 percent of the non-ambulatory freshmen and juniors use this service and only 3 percent of the ambulatory freshmen and juniors require transportation services. Although all disabled students are encouraged to drive through adaptive aides, 34 percent of the non-ambulatory juniors and 28 percent of the non-ambulatory freshmen use this service.

Tutoring is an important service for both ambulatory and non-ambulatory students in accomplishing their academic goals. For example, 28 percent of the freshmen ambulatory students require tutoring, but only 7

percent of the junior ambulatory students need this service. However, 25 percent of the freshman and junior non-ambulatory students make use of tutoring (Table II).

SUMMARY

Data collection on service-use is essential in determining the effectiveness of a given service. Freshman non-ambulatory students use more services than third year students who appear to have developed independence and self-assurance. However, universities should continue to provide services for students who have particular needs while completing their academic programs.

REFERENCES

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TABLE I

SERVICE-USE INDEX

	FREQUENCY OF USE	INDEX
ATTENDANT CARE (Hours per Week)	0	None
	1-20	Small
	21-80	Medium
	81 and Over	Large
ADAPTIVE PHYSICAL EDUCATION (Activities per Quarter)	0	None
	1-5	Small
	6-20	Medium
	21 and Over	Large
COUNSELING (Times per Week)	0	None
	1	Small
	2-4	Medium
	5 and Over	Large
MEDICAL (Visits per Week)	0	None
	1-2	Small
	3-8	Medium
	9 and Over	Large
TAPE LIBRARY (Book Requests per Week)	0	None
	1-5	Small
	6-8	Medium
	9 and Over	Large
TESTING (Times per Quarter)	0	None
	1-5	Small
	6-15	Medium
	16 and Over	Large
TRANSPORTATION (Trips per Quarter)	0	None
	1-20	Small
	21-60	Medium
	61 and Over	Large
TUTORING (Number of Hours per Quarter)	0	None
	1-20	Small
	21-60	Medium
	61 and Over	Large

TABLE II
USE OF SERVICES
(percentages)

	Ambulatory				Non-Ambulatory			
	None	Small	Medium	Large	None	Small	Medium	Large
I. ATTENDANT CARE								
Freshman	95	5	0	0	56	15	16	13
Junior	93	7	0	0	75	0	15	10
Average	94.0(6.0)*	6.0	0	0	65.5(34.5)*	7.5	15.5	11.5
II. ADAPTIVE PHYSICAL EDUCATION								
Freshman	87	6	3	4	69	8	18	5
Junior	93	0	0	7	70	5	20	5
Average	90.0(10)*	3.0	1.5	5.5	69.5(30.5)*	6.5	19.0	5.0
III. COUNSELING								
Freshman	67	14	3	16	26	8	15	51
Junior	66	7	27	0	30	25	25	20
Average	66.5(33.5)*	10.5	15.0	8.0	28.0(62)*	16.5	20	35.5
IV. MEDICAL								
Freshman	67	20	10	3	33	26	28	13
Junior	67	20	13	0	40	15	25	20
Average	67.0(33)*	20.0	11.5	1.5	36.5(63.5)*	20.5	26.5	16.5
V. TAPE LIBRARY								
Freshman	94	4	1	1	100	0	0	0
Junior	93	0	0	7	95	5	0	0
Average	93.5(6.5)*	2.0	0.5	4.0	97.5(2.5)*	2.5	0	0
VI. TESTING								
Freshman	91	4	4	1	75	15	5	5
Junior	100	0	0	0	70	10	10	10
Average	95.5(4.5)*	2.0	2.0	0.5	72.5(27.5)*	22.5	7.5	7.5
VII. TRANSPORTATION								
Freshman	94	5	1	0	72	10	10	8
Junior	100	0	0	0	65	20	0	15
Average	97.0(3)*	2.5	0.5	0	68.5(31.5)*	15.0	5.0	11.5
VIII. TUTORING								
Freshman	72	12	10	6	74	13	5	8
Junior	93	7	0	0	75	5	15	5
Average	82.5(17.5)*	9.5	5.0	3.0	74.5(25.5)*	9.0	10.0	6.5

* All figures shown in brackets [( )] represent the percentage of students who used the services at some level.

APPENDIX I
SERVICE USE

1. Medical Service (# visits per week collected when convenient)

FALL		WINTER		SPRING	
1	6	1	6	1	6
2	7	2	7	2	7
3	8	3	8	3	8
4	9	4	9	4	9
5	10	5	10	5	10
	11		11		11

2. Adaptive Phys. Ed. and Recreational activities registered for per quarter

FALL		WINTER		SPRING	
1	6	1	6	1	6
2	7	2	7	2	7
3	8	3	8	3	8
4	9	4	9	4	9
5	10	5	10	5	10
	11		11		11

3. Tutoring: # hrs. and # times

FALL		WINTER		SPRING	
1	6	1	6	1	6
2	7	2	7	2	7
3	8	3	8	3	8
4	9	4	9	4	9
5	10	5	10	5	10
	11		11		11

APPENDIX I
SERVICE USE

	FALL		WINTER		SPRING	
1) Transportation No. trips per week (Collected every Monday)	1	2	1	2	1	2
	3	4	3	4	3	4
	5	6	5	6	5	6
	7	8	7	8	7	8
	9	10	9	10	9	10
2) Attendants Assistance in eating, personal hygiene, bedroom care, etc. # hrs. per week (Collected every Mon)	1	2	1	2	1	2
	3	4	3	4	3	4
	5	6	5	6	5	6
	7	8	7	8	7	8
	9	10	9	10	9	10
3) Counseling Informational Vocational Psychological (time per week) Collected every Mon)	1	2	1	2	1	2
	3	4	3	4	3	4
	5	6	5	6	5	6
	7	8	7	8	7	8
	9	10	9	10	9	10
4) Housing Dorm, Home, Indep. as of the 3rd week						
5) Tape Library (# of books requested as of the 4th week)						
6) Assistance in taking academic tests (frequency per quarter as of the 11th week)						
7) Physical repairs to braces, wheel chairs, etc. (frequency per quarter as of the 11th week)						
8) Parking Frequency per quarter.						

PRESENTATION BY THE BUREAU OF EDUCATION FOR THE HANDICAPPED

Dr. Edwin Martin, Deputy Commissioner,
Bureau of Education for the Handicapped

The thing that drives those of us in the Bureau of Education for the Handicapped--people like Mel Ladson, myself and others who work together as professional colleagues--has been the challenge to move the federal government's policies away from a type of charity orientation toward persons with disabilities. The federal government has provided some dollars to stimulate the states and local governments, who in turn did a little bit to work with the people who are disabled--as long as the money held out. The prime reasons given when the program wasn't available are "Well, it's expensive; we didn't have the money; we, the bureau, can't do everything; we have to take care of the non-handicapped persons first and if there is any money left over we'll do something for the disabled." That kind of a charity orientation towards the handicapped, it seemed to us, was in great need of being replaced by commitments to individuals to provide them with whatever the protections of the constitution are. In the case of education, it is not a federal constitutional guarantee, but a guarantee offered by most states either in writing or in practice. This guarantee offers to all citizens a public education with the condition that there be no "exceptions" involved. In other words, there is no "Except for Black", no "Except for people who are disabled." So about 1969-70 we began to try to change the basis of the federal government programming. The historical federal government has had the very limited educational goal of involving itself only as a subsidiary of the state and local governments. This role needed to change to a role where the basic federal education policy would be driven by the civil rights policy. Finally, the result is the education for all handicapped children.

So we now have a federal education policy which is based on a commitment on the part of the citizens of the United States to extend equity in principle and actuality to all individuals. It's part of the maturity of our country that we're able to do that--a part of what makes the United States a better country. Those of you who have struggled together over the years to bring this about have done a service not just for disabled people but for all the people in the United States because as we strengthen our understanding of the intrinsic rights of individuals, we protect the liberties of all.

This approach from the Bureau's point of view, which by the way was interesting as we worked on it across the presidencies of Nixon, Ford and now Carter, has been based on my hopes that the Bureau will identify itself with the consumer. We have had marvelous allies among educational professionals none more significant than the Council for Exceptional Children. But, in general, we do not see ourselves as the representatives of special education in government. I have tried to separate symbolically ourselves from being bureaucrats even though we work for the Bureau. We have instead tried to associate ourselves with consumers and to be an advocacy agency inside the government, using the tools of the government, as fair resources and using the unitedness of people across the country. This has led us into some interesting kinds of programs.

Some of you know about our Closer Look program. In the early days it provided information to parents about where they can find special education programs because so many school districts didn't offer such programs. Then, we finally developed computerized listings of program locations. Now when a parent writes to us and says, "I have an eight-year-old retarded youngster. I just moved to such and such a community and I cannot find a program," we can be of some assistance in locating a program. More recently, the Closer Look program really carries on the advocacy function. It provides newsletters which are distributed widely across the country with perhaps 2,000,000 individuals interested in the program. The most recent one, for example, was on how to both encourage and insist upon developmental

education programs in your community. In order to make Closer Look work, we immediately moved to parents of disabled people and disabled people themselves, not only as an advisory group but as the actual operating staff of Closer Look. This helps to ensure that the information we gave and the approaches that we took made some sense.

We have also had some success, from that point of view, in the ads that we've done. In some of the television ads, we have been very successful. One, in fact, was picked as one of the ten best commercials in the world last year. This was the only public service advertisement to get that honor. There is a new one this year which is just being released which has a little humor in it. Some of you may have seen it. It portrays a world in which the central figure is the only nondisabled person who tries to find his way through a world of people who are either deaf or in a wheelchair or blind. I think it tells an interesting story.

Closer Look has also moved us into parent's coalitions. It encouraged coalitions on an experimental basis in Massachusetts, California, the state of Washington, Indiana and some other places. We, ourselves, have learned that the government system in which we're involved, for all its frailities, does work in this area. I, myself, have had a chance to work with the Congress and the state legislation. Part of our strategy for getting the handicapped legislation passed and to get them to accept the right to education by the end of this decade was to stimulate state legislation in every state. This was further supported by the court procedure which brought together the kind of a climate in which federal legislation could pass. This does work. Since President Carter has come in he has supported us in adding 560 million dollars to this program for education for the handicapped, bringing it up 250 million dollars to 800 million dollars for the next year. No president has done more for education for the handicapped or given the go ahead to Joe Califano to sign the 504 regulations.

Working with consumers, and with programs, instead of working strictly with education, has led us into the area of captioned television for the deaf. This is a more tangential activity to education. This is an area which goes beyond what you might think would be the traditional concern with elementary and secondary educationally deaf orientated programs or even college programs. But it is an endeavor in which we have had the opportunity to do some fascinating work with a variety of television producers, the networks themselves, equipment manufacturers, TV set manufacturers, and unions. All of these groups have come together to try to provide a line of type along the bottom of the television set that would not be visible to people who don't have a decoding device on their set and yet would be there so that deaf persons can have the advantage of all of the programs that the rest of us do. The other day, a deaf friend of mine accused me of attempting to pervert deaf people in the name of civil rights!

We support the National Theatre for the Deaf as well. Their history is really interesting. I think it is interesting that the rehabilitation people did support the national theatre and then gave up on it several years ago. Not long ago, I was in Cincinnati talking to a group of students about the theatre for the deaf. The Little Theatre of the Deaf was the project which went to schools and worked with school children. We have been funding that for them. I sat in this auditorium in Cincinnati and listened to two or three hundred undergraduate education students at the University of Cincinnati talk to the deaf actors who were in this theatre group and ask them questions. Before their eyes their stereotypes of deafness and deaf people had peeled away. They obviously would never be the same in terms of understanding the full multi-dimensional character of the person who happened to be deaf after having seen the theatre and taken part in the discussions with the actors. It provides great pleasure, now, gradually, to see deaf actresses and actors appear on regular stages and television programs. We still have a problem once in awhile with hearing persons who complain that there are not enough actors available but that's changing too.

A new project now, which is again tangential to elementary and secondary education, is the support of the identification of scientists who are disabled through the American Association for the Advancement of Science. The project has identified

some two or three hundred disabled scientists around the country who are willing to be helpful both to the government in reading proposals and offering advice and also beginning to do some role modeling. We have this year, for example, a deaf scientist who works for Xerox Corporation who travels around the country talking with young deaf people. He, as well as others who grew up and were education as deaf people, provide good role models.

The area of Arts for the Handicapped are well represented at the conference today. Physical Education and Recreation programming, working with the National Park Service to expand the parks and recreational activities are all, it seems to me, necessary because we tend to have stereotypic patterns of disabled people. These stereotypes see them in flat terms--in terms of only whatever their particular disability is. This is a failure on the part of the educators and others in society. We need to understand that more than an arm or a leg or an eye or an ear is involved in a person. So, we now find that we need to do things which are self-evident in a sense. Why should there not be programs for the arts? Why should there not be transportation and physical education and recreation?

It is an interesting change. I was up in New York State not long ago and a young reporter spoke with me. His first question was "How do you expect us to pay for all the education programs for the handicapped when we don't have enough money to pay for the education programs for normal people?" I challenged him on what his assumptions meant. His assumption obviously is that here is a higher priority for expenditure of public funds for one class of people than another. He'd never thought of that. I don't think most people think of it that way. Then we went through the various questions and finally, he said, "Why was all this necessary? Why didn't we just do this in the first place?" So I said to him, "Now if you write the interview just the way you asked those questions, then you don't need my part."

The area of postsecondary and continuing education and technical education is again an area that we got into early. A number of years ago we jointly funded with the Rehabilitation Services some projects--many represented here. These projects were designed to help deaf youngsters attend college. That program was successful. At that point Rehabilitation Services felt that they couldn't continue their funding any more, having demonstrated successfully six years of support. We went to Congress to permanently authorize us to have a small investment in this area and to extend beyond those primary institutions to Wright State and to so many of the rest of you that are here.

I mentioned that there are some activities which may seem tangential to the big question of teaching reading, writing and arithmetic to school age children which is the mission of the Bureau, but all of which seem to me essential activities in bringing about the kind of change in the cultural view. The key to it from my point of view has been that attitudes cannot be ignored and must be faced in some way directly. Even now we have a law. We have 504. We have a commitment in principle which is marvelous. I think it's a tribute to the kind of national character we have, but the discrimination against disabled people is not an accident. I know that human behavior is caused. It doesn't happen accidentally. If we have an historic pattern of discrimination against disabled people there is some reason for it. Those reasons are part of the development of our civilization. It is obvious that such kinds of attitudes change as society evolves. That's where we are today. So I think we've got to understand that if disabled people make nondisabled people or other disabled people uncomfortable, it is part of the fabric of society and we can understand better what those causes are. My own theory is that it has to do with the fact that we are all final--that we all have the ability to be injured as well as die. Therefore, anytime we see that a person has had some illness or disability, it disturbs us. It is an unconscious and anxious reaction and that probably is the basis of most of the societal discriminations.

The identification of a person as different is critical to discrimination. Discrimination, in a certain physical sense, is the ability to to "tell apart." So we've got to look more closely at how our societal institutions promote separation and segreation. The real mean-

ing, I think, of what we're about together in essence is to reconstitute the values and attributes of society so that we see the similarities rather than the differences. What we're trying to do is to include more individuals in higher education and in related activities so as to break down the differences whenever possible. We are trying to make the discrimination task more difficult. We need to see the intrinsic values. When we focus on people who live, eat, sleep--the human dimension--then we don't discriminate on the basis of an eye or an ear, or an arm or a leg. Only when the focus is on the differences do we open up the pattern for discrimination. I think that's probably what makes observable differences like color more difficult than religious differences, for example. We need to evolve in our federal policy and in our thinking another step forward by beginning to move away from some of the words we use which carry with them differences.

In education and development of those policies, it has been somewhat easier to develop resources from legislature and the Congress if you can say "This is for deaf children; this is for blind children; this is for retarded children, etc." The layman feels he knows what those things are and can relate to them. Unfortunately, the educator has become caught up in those models as well. So educational programs tend to be based on the assumptions that the labels carry with them. When we think of deafness, we begin to think of an educational program for the deaf, and the deaf take on a homogeneity which in fact is not real. There are some common characteristics but as the history of education of the deaf has been that the variations in abilities to hear and to speak and to learn through the auditory mechanism have not been fully explored because we have a deaf/nondeaf kind of pattern. This has also been true of blindness. We have four people who are legally blind who work for us in our office now. Each one has different abilities in the use of vision. Each one uses, for example, different prosthetic aids ranging from magnifying print on the television sets to the new Kurzwell reading machine. So I think we need to encourage, and the Bureau will encourage not as a matter of fact or federal policy, a reexamination of our assumptions about labels, about words and about homogeneity. By this we will try to break down this full dicotomy between disabled and nondisabled which implies that 10 percent of the people in the country that are disabled belong to one discreet group and the 90 percent of the nondisabled are a discreet part of another group.

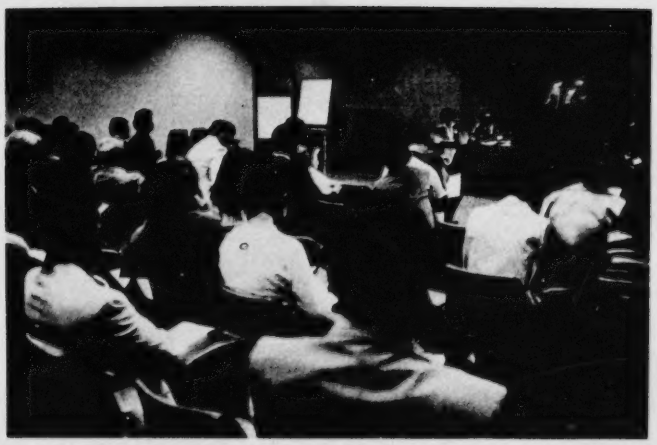
With regard to this particular program, the future will continue to have us exploring the interesting ideas that are a little "off-beat." We have just commissioned a study to explore with American Field Service and other international organizations whether it is feasible and desirable to develop a registry of homes in the United States and other countries which are accessible to people who are handicapped in order to facilitate a national exchange of handicapped students, for example. I would be interested in your thoughts afterwards on this matter. We can't necessarily support students under our current authority but we could facilitate that process. We will be testifying to the FCC not only about captioned television but we are also working with them on the notion of trying to have a greater participation of disabled people on television as we have done in our commercials in the average work-a-day world. As one of my colleagues said, "Why is it not possible to drink the gusto from a wheelchair?"

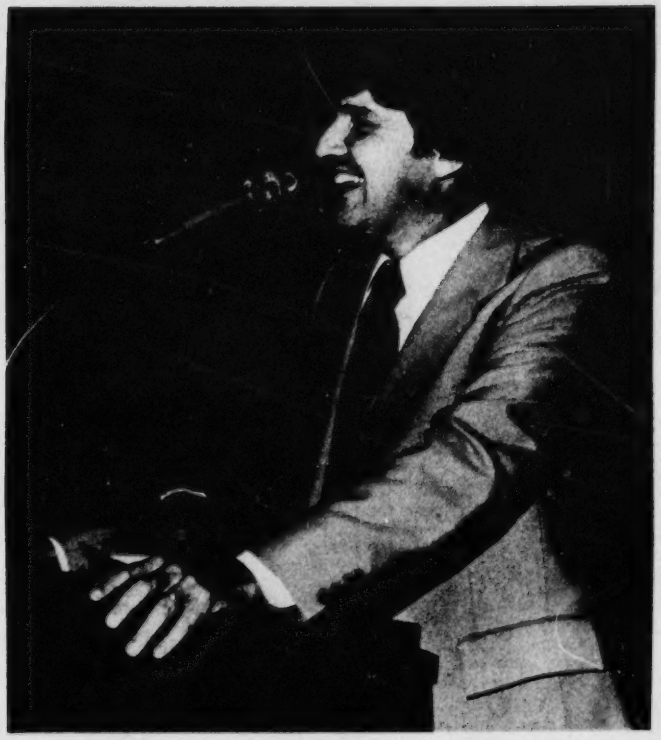
We will continue working with the American Association for the Advancement of Science. We've agreed to work with Consumer Reports to encourage some work on particular analysis of products that might be useful for disabled people. We're now, I think, going to look forward in this program to expanding the technical assistance role of programs and projects such as your own. Obviously, when we began this program and I talked with the Congress about it in the pre 504 days, it was based on the assumption that if we didn't get 504 that we would need to continue to use our catalytic efforts. We need to continue to model development strategies. Now that we have 504, colleges and universities and associated educational programs across the country are moving forward on their own under those provisions. There's a lot of re-inventing of the wheel. There's a need for groups of disabled people to talk with each other. There's a need to be able to provide technical

assistance to colleges and universities. I think I would like to see if we can use the small amount of money that's available to us in this information exchange activity and also to fund a limited number of model projects that would be more innovative than the activities we have now.

So basically that's where we are. The topic I have tried to speak to is what is the role of the federal government. I've tried to share with you our thinking that, to the extent we can, we would like to be the agents of the educational establishment. We're trying to carry that out. We need help. We are committed to the principle of it. I think as we work together in the next few years, we can continue to change the charity assumptions and the discriminatory assumptions that are part of the culture and to bring about equity in the real sense of the word.

Conference Evaluation





PRECONFERENCE EVALUATION

On October 3, 1978 a preconference focusing on student needs was held. This conference was planned by a subcommittee of the Planning Committee in cooperation with the National Association of Students with Handicaps (NASH). A separate survey form was developed specifically for this preconference session.

A total of 26 survey forms were returned. Of the 26 persons 14 were from universities, 3 from four-year colleges, one from a public agency, 6 from consumer agencies and 2 from two-year colleges. The institutional affiliation of the attendees included 7 administrators, one faculty member, 12 students and 6 others.

The survey form included all topics as indicated in the requests to presenters. The respondents were requested to rate each topic as very helpful, helpful or not helpful. A duplicate of the analysis is included in Appendix I.

The statistical analysis reveals that all topics were rated as very helpful or helpful by a majority of the respondents. The most helpful topic dealt with student environmental influence. All respondents rated this topic as helpful or very helpful. The lowest rated topic concerned the issue of unique problems of ethnic minorities with about 42 percent of the respondents rating it as not helpful. Clearly the respondents did not feel that the topic of ethnic minorities among the handicapped was addressed in any specific form. No other topic fell below 87 percent of the helpful or very helpful rating.

The overall results appear to indicate that this preconference session met its objectives. It is suggested that more specific emphasis be given to ethnicity in future conferences.

CONFERENCE EVALUATION

A survey was developed in order to obtain respondent reactions to topical sessions attended. Each program topic was listed based on the issues assigned to the presenters. Individuals were asked to rate the content concerning each topic regardless of the session or sessions which addressed the topic. The respondents were required to indicate the degree to which they found the material to be helpful to them.

A total of 75 forms were returned. This is considered a representative random sampling of individuals in attendance. Individuals attended only those topical discussions in which they had an interest. Concurrent sessions caused a broad dispersal of participants so that responses to survey ratings varied in attendance.

A variety of institutions were represented. Over 50 percent of the respondents represented universities. The next largest representation was two-year colleges with 20 percent and four-year colleges with 18 percent. The remaining 11 percent was scattered over private or public agencies and industry. The response to institutional affiliation disclosed that the largest group was administrators. They comprised 57 percent of the respondents. Sixteen percent of those who responded were faculty, 12 percent were students and 15 percent indicated other. The other category included rehabilitation counselors, personnel officers and interested citizens. No individuals indicated their only affiliation to be consumer groups, however, some indicated this an an additional affiliation.

A complete printout displaying both numerical and percentage responses is attached (Appendix II). An examination of the printout reveals that the average response to all topics was very positive. Twenty-six topics were included in the conference. Fourteen of the topics were rated as helpful or very helpful by over 90 percent of the attendees with one receiving 100 percent. Only 2 of the 26 topics were rated as helpful or very helpful by less than 75 percent of the respondents. The lowest rating, however, indicated that 60 percent found that topic to be helpful.

This tremendously high response level to the topics indicates that the conference was felt to be helpful to the large majority of respondents. It is also indicated that 25 to over 50 percent of the respondents found all topics but five to be very helpful.

The method of presentation of the topics was found to be excellent by 53 percent of the respondents and good by 45 percent. Less than 2 percent suggested that the method of presentation was poor. This would suggest that this model be elected for future conferences concerned with these topics.

Conference housing on the other hand was found to be suitable by the majority of respondents, however, only 37 percent indicated that it was excellent while 17 percent found their housing to be poor. One-hundred percent of those individuals who responded indicated that transportation was suitable.

Eleven percent of the respondents indicated that they experienced some problem with architectural barriers. At a conference of this type even 1 percent would be too many. Particular attention should be given at future conferences to assure that no individual is inconvenienced by barriers.

The respondents rated the overall success of the conference. Sixty percent of the respondents found it to be excellent. Thirty-eight percent found it was good. Less than 2 percent rated the conference as poor.

Suggestions for future conferences and comments about this conference were abstracted from the survey form and are listed below. These comments and suggestions should be studied and should serve as the guide for additional conferences:

A. Suggested Topics for Future Conferences
   1. How to survive in politics in higher education.
   2. The woman administrator in higher education.
   3. The conference was very good. I would like to see more on changing attitudes.
   4. Attitudes of persons with borderline and moderate handicaps toward other people with different handicaps and attitudes they hold towards able-bodied persons.
   5. Placement and job modification for severe physically disabled persons.
   6. Continued employment/placement issues.
   7. Kinds of in-service training for existing offices. i.e., job placement and financial aid to normalize rather than segregate services.
   8. Go farther with attitudes/employment techniques.
   9. How to establish communication links between different disabled individuals.
   10. Instructional materials for physical and learning disabled students.
   11. Development of special instructional resources to meet special learning needs.
   12. How to create an independency program which resolves the normalization/vs. special services dilemma.
   13. Attitudes which lead to pattern/maternalism.
   14. More emphasis on "marketable jobs" in the education for the handicapped.
   15. Financing aids and attendants.
   16. More in-depth look at funding sources.
   17. More in-depth workshops in independent living.
   18. Concrete techniques for developmental science courses.
   19. Learning disabilities; concrete techniques for developmental programs.
   20. More practical application and methodology.
   21. A return to more specific topics, e.g., services to the learning disabled students, deaf students, and other specific services.
   22. Exposure to various careers and use of the community in assisting in this exposure for students who are disabled.
   23. Professional and Organization liaisons--or how to make sure the right hand knows what the left hand is doing.
   24. Service Providers and Consumer Input from major state service providers.
   25. Reaching and changing the attitudes of the consumer.
   26. Finding resources for programs.
   27. Consumer Advocacy in Consum- and State programs.
   28. Ways to evaluate services and programs and to perform needs assessments.
   29. Strategies to deal with

problems encountered in mainstreaming.
30. Problems the disabled face after college and how to prepare them to meet these problems successfully.
31. Centralization vs. decentralization in special services.
32. Potential dangers of making "disabled" dependent on the school.
33. Sexuality and disability.
34. The private school: 504 compliance and handicapped student services.
35. Resource development.
36. Communications development.
37. Ethnicity and physically handicapped.
38. Women and their disabilities.
39. Psycho-social aspects of disability.
40. Discussion of placement and employment.
41. Discuss politics of funding.
42. Discuss D.V.R.'s responsibility toward clients, especially the payment of interpreters for deaf students.
43. Articulation process between primary, secondary, postsecondary and independent living programs.
44. Progress reports from institutions: how much money; how many students; how many graduates; outcomes.
45. Obtaining funding.
46. Adapting lab equipment to severely disabled population.
47. Programs and orientation for top level administrators responsible for formulation of policy on handicap affairs, i.e., college presidents, vice presidents, boards of trustees.
48. Grant writing strategies.
49. Comprehensive support services models.
50. What administrative resources have been located?
51. New methods of advocacy.
52. How to get disabled persons into majors other than social sciences.
53. How to get science departments to be more accessible to the handicapped.
54. Techniques to inform minorities of opportunities.
55. Cost effective management procedures.

B. Suggested Format
1. There is a need to branch out into broad issues regarding disability or share information about programs in very specific small group focused time. For example, brainstorm/share ideas on "how to pay for interpreter service" or "need to develop minimum standards."
2. It would also be interesting to make time for people to meet in regional groupings. Breaking the country down into the ten O.C.R. regions and bringing people together who work in each region might form the supportive communication linkage.
3. Would love to have a workshop on legislative changes and relationships developed on the state levels.
4. The conference was excellent and very useful. It should become an annual event and even larger. It would be useful to have: publisher's displays, equipment displays, more materials to share and more A-V sources.
5. Joint workshop with administrators of university; VR state people, etc.
6. Problems of learning disabled should be included in all aspects, i.e., attitudes, services, etc.
7. Include a directory of films, cassettes, slide/sound, etc.
8. Specific How-to programs aimed at specific disability types.
9. More time for rap sessions.
10. Need for exposure of disabled faculty, especially on the administrative level.
11. Need more take home literature.
12. Need more funding resource information.
13. Work session during which the disabled person can face and deal with attitudes toward ablebodied people.
14. Work sessions where disabled can face and deal with attitudes toward one another.
15. Emphasis on actual strategies rather than mere descriptions of programs on campus.
16. How to deal with programs that are successful but condescending in service delivery.

APPENDIX I

STATISTICAL ANALYSIS SYSTEM

INSTITUTION	V1	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
University	1	14	14	53.846	53.846
4-year College	4	3	17	11.538	65.385
Public Agency	5	1	18	3.846	69.231
Consumer Org.	6	6	24	23.077	92.308
2-year College	7	2	26	7.692	100.000
YOUR POSITION	**V2**	**FREQUENCY**	**CUM FREQ**	**PERCENT**	**CUM PERCENT**
Administrator	1	7	7	26.923	26.923
Faculty	2	1	8	3.846	30.769
Student	3	12	20	46.154	76.923
Other	4	6	26	23.077	100.000
CONSUMER BASED STRATEGIES	V3	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	3	-	-	-
Very Helpful	1	10	10	43.478	43.478
Helpful	2	12	22	52.174	95.652
Not Helpful	3	1	23	4.348	100.000
STUDENT ENVIRONMENTAL INFLUENCE	V4	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	5	-	-	-
Very Helpful	1	12	12	57.895	57.143
Helpful	2	9	21	42.847	100.000
Not Helpful	-	-	-	-	-
PROBLEM IDENTIFICATION	V5	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	7	-	-	-
Very Helpful	1	11	11	57.895	57.895
Helpful	2	7	18	36.842	94.737
Not Helpful	3	1	19	5.263	100.000
PROBLEM SOLVING TECHNIQUES	V6	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	7	-	-	-
Very Helpful	1	11	11	57.895	57.895
Helpful	2	7	18	36.842	94.737
Not Helpful	3	1	19	5.263	100.000
FACTOR OF CONSUMER SERVICE EVALUATION	V7	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	10	-	-	-
Very Helpful	1	5	5	31.250	31.250
Helpful	2	9	14	56.250	87.500
Not Helpful	3	2	16	12.500	100.000
UNIQUE PROBLEMS OF HANDICAPPED ETHNIC MINORITIES	V8	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	14	-	-	-
Very Helpful	1	7	7	58.333	58.333
Not Helpful	3	5	12	41.667	100.000

STUDENT ORGANIZATION FOR CONSUMER ADVOCACY	V9	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	1	-	-	-
Very Helpful	1	17	17	68.000	68.000
Helpful	2	6	23	24.000	92.000
Not Helpful	3	2	25	8.000	100.000

APPENDIX II
STATISTICAL ANALYSIS SYSTEM

INSTITUTION	V1	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	2	-	-	-
University	1	37	37	50.685	50.685
Industry	3	2	39	2.740	53.425
4-year College	4	13	52	17.808	71.233
Public Agency	5	3	55	4.110	75.342
2-year College	7	15	70	20.548	95.890
Private Agency	8	3	73	4.110	100.000

YOUR POSITION	V2	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
Administrator	1	43	43	57.333	57.333
Faculty	2	12	55	16.000	73.333
Student	3	9	64	12.000	85.333
Other	4	11	75	14.667	100.000

TECHNIQUES FOR ASSESSING AND CHANGING ATTITUDES	V3	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	7	-	-	-
Very Helpful	1	27	27	39.706	39.706
Helpful	2	37	64	54.412	94.118
Not Helpful	3	4	68	5.882	100.000

ATTITUDE PROBLEMS RELATED TO HANDICAPPED INDIVIDUALS IN ETHNIC MINORITIES	V4	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	35	-	-	-
Very Helpful	1	8	8	20.000	20.000
Helpful	2	16	24	40.000	60.000
Not Helpful	3	16	40	40.000	100.000

FACULTY AND CONSUMER FACILITATION OF POSITIVE ATTITUDES	V5	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	13	-	-	-
Very Helpful	1	22	22	35.484	35.484
Helpful	2	38	60	61.290	96.774
Not Helpful	3	2	62	3.226	100.000

BUDGETING FOR ATTITUDE CHANGE RESOURCES	V6	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	27	-	-	-
Very Helpful	1	9	9	18.750	18.750
Helpful	2	27	36	56.250	75.000
Not Helpful	3	12	48	25.000	100.000

PROGRAMS FOR ASSESSING AND REMEDIATING LEARNING PROBLEMS	V7	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	42	-	-	-
Very helpful	1	9	9	27.273	27.273
Helpful	2	21	30	63.636	90.909
Not helpful	3	3	33	9.091	100.000

PROGRAMS FOR INDEPENDENT LIVING	V8	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	34	-	-	-
Very Helpful	1	21	21	51.220	51.220
Helpful	2	18	39	43.902	95.122
Not Helpful	3	2	41	4.878	100.000

PROGRAMMING FOR RECREATION AND ATHLETIC PARTICIPATION	V9	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	53	-	-	-
Very Helpful	1	3	3	13.636	13.636
Helpful	2	14	17	63.636	77.273
Not Helpful	3	5	22	22.727	100.000

CAREERS IN ART FOR DISABLED STUDENTS	V10	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	53	-	-	-
Very Helpful	1	6	6	27.273	27.273
Helpful	2	14	20	63.636	90.909
Not Helpful	3	2	22	9.091	100.000

CAREERS IN SCIENCE FOR DISABLED STUDENTS	V11	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	46	-	-	-
Very Helpful	1	8	8	27.586	27.586
Helpful	2	20	28	68.966	96.552
Not Helpful	3	1	29	3.448	100.000

MODELS FOR SERVICE DELIVERY SYSTEMS	V12	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	39	-	-	-
Very Helpful	1	13	13	36.111	36.111
Helpful	2	23	36	63.889	100.000

ASSESSMENT OF COUNSELING APPROACHES AND EFFECTIVENESS	V13	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	32	-	-	-
Very Helpful	1	22	22	51.163	51.163
Helpful	2	18	40	41.860	93.023
Not Helpful	3	3	43	6.977	100.000

ATTITUDE IMPACT OF SERVICE DELIVERY SYSTEM	V14	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	40	-	-	-
Very Helpful	1	10	10	28.571	28.571
Helpful	2	22	32	62.857	91.429
Not Helpful	3	3	35	8.571	100.000

STRATEGIES FOR ORIENTING COMPANIES TO DISABLED INDIVIDUALS	V15	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	19	-	-	-
Very Helpful	1	22	22	39.286	39.286
Helpful	2	27	49	48.214	87.500
Not Helpful	3	7	56	12.500	100.000

INTERVIEWING TO ASSESS SKILLS AND ABILITIES	V16	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	32	-	-	-
Very Helpful	1	13	13	30.233	30.233
Helpful	2	23	36	53.488	83.721
Not Helpful	3	7	43	16.279	100.000

CORPORATE VIEWS OF REASONABLE ACCOMMODATIONS	V17	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	28	-	-	-
Very Helpful	1	15	15	31.915	31.915
Helpful	2	25	40	53.191	85.106
Not Helpful	3	7	47	14.894	100.000

CAREER COUNSELING WITH THE PLACEMENT PROCESS	V18	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	22	-	-	-
Very Helpful	1	17	17	32.075	32.075
Helpful	2	31	48	58.491	90.566
Not Helpful	3	5	53	9.434	100.000

CONSUMER RESPONSIBILITY IN THE PLACEMENT PROCESS	V19	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	26	-	-	-
Very Helpful	1	17	17	34.694	34.694
Helpful	2	26	43	53.061	87.755
Not Helpful	3	6	49	12.245	100.000

MODELS FOR INDIVIDUAL WORK WITH EMPLOYERS	V20	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	36	-	-	-
Very Helpful	1	11	11	28.205	28.205
Helpful	2	21	32	53.846	82.051
Not Helpful	3	7	39	17.949	100.000

TECHNIQUES FOR POSITIVELY INFLUENCING EMPLOYERS	V21	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	27	-	-	-
Very Helpful	1	19	19	39.583	39.583
Helpful	2	25	44	52.083	91.667
Not Helpful	3	4	48	8.333	100.000

PRINCIPLES FOR SUCCESSFUL EMPLOYMENT OF THE DISABLED	V22	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	29	-	-	-
Very Helpful	1	12	12	26.087	26.087
Helpful	2	30	42	65.217	91.304
Not Helpful	3	4	46	8.696	100.000

TECHNIQUES FOR DEVELOPING SUPPORT	V23	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	33	-	-	-
Very Helpful	1	17	17	40.476	40.476
Helpful	2	23	40	54.762	95.238
Not Helpful	3	2	42	4.762	100.000

METHODS FOR DETERMINING COMMITMENT	V24	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	30	-	-	-
Very Helpful	1	23	23	51.111	51.111
Helpful	2	19	42	42.222	93.333
Not Helpful	3	3	45	6.667	100.000

TECHNIQUES FOR CHANGING ATTITUDES OF UPPER LEVEL ADMINISTRATORS	V25	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	20	-	-	-
Very Helpful	1	24	24	43.636	43.636
Helpful	2	25	49	45.455	89.091
Not Helpful	3	6	55	10.909	100.000

THE ROLE OF INSTITUTIONS IN COMMUNITY RESOURCES	V26	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	46	-	-	-
Very Helpful	1	7	7	24.138	24.138
Helpful	2	19	26	65.517	89.655
Not Helpful	3	3	29	10.345	100.000

BUILDING OF LONG TERM FUNDING FOR SERVICE SUPPORT	V27	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	49	-	-	-
Very Helpful	1	4	4	15.385	15.385
Helpful	2	17	21	65.385	80.769
Not Helpful	3	5	26	19.231	100.000

COST EFFECTIVE MANAGEMENT PROCEDURES	V28	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	46	-	-	-
Very Helpful	1	14	14	48.276	48.276
Helpful	2	11	25	37.931	86.207
Not Helpful	3	4	29	13.793	100.000

PRESENTATION OF TOPICS	V29	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	2	-	-	-
Excellent	1	39	39	53.425	53.425
Good	2	33	72	45.205	98.630
Poor	3	1	73	1.370	100.000

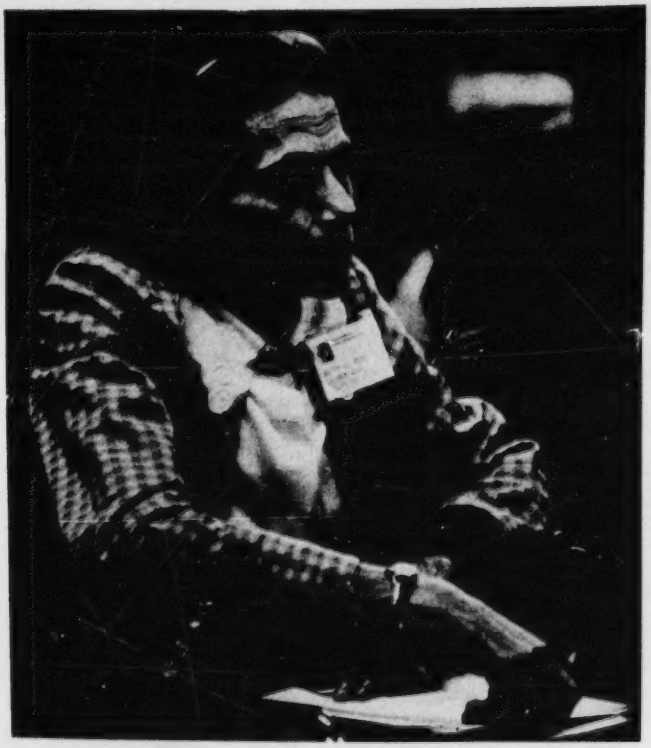
HOUSING	V30	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	4	-	-	-
Excellent	1	26	26	36.620	36.620
Good	2	33	59	46.479	83.099
Poor	3	12	71	16.901	100.000

TRANSPORTATION	V31	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	6	-	-	-
Excellent	1	48	48	69.565	69.565
Good	2	21	69	30.435	100.000

WORK SESSIONS	V32	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	5	-	-	-
Excellent	1	33	33	47.143	47.143
Good	2	29	62	41.429	88.571
Poor	3	8	70	11.429	100.000

DID YOU EXPERIENCE UNNECESSARY PROBLEMS WITH ARCHITECTURAL BARRIERS?	V33	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	11	-	-	-
Yes	1	7	7	10.938	10.938
No	2	57	64	89.063	100.000

OVERALL WOULD YOU RATE THE SUCCESS OF THIS CONFERENCE AS:	V34	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	-	2	-	-	-
Excellent	1	44	44	60.274	60.274
Good	2	28	72	38.356	98.630
Poor	3	1	73	1.370	100.000



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Resource & Counseling Center for Handicapped Students
Boston Harbor Campus
Boston, Massachusetts 02125

Northeastern University
Facilitator & Director
Handicapped Services
401 Stearns Center
Boston, Massachusetts 02115

Central Michigan University
Department of Special Education
2600 Abbott Road
Apt A-9
Midland, Michigan 48690

University of Detroit
14503 Monica
Detroit, Michigan 48238

University of Detroit
Affirmative Action Officer
Personnel Office
4001 W. McNichols
Detroit, Michigan 48221

General Motors Corporation
Assistant Director Employment Relations
3044 W. Grand Blvd.
Detroit, Michigan 48202

Grand Rapids Junior College
Coordinator, Services for the Handicapped
143 Bostwick N.E.
Grand Rapids, Michigan 49502

Grand Valley State College
Coordinator of Handicapped Services
105 Commons Bldg.
Allendale, Michigan 49401

Macomb County Community College
14500 Twelve Mile Road
Warren, Michigan 48093

University of Michigan
2211 Michigan Union
Ann Arbor, Michigan 48103

University of Michigan
Program Associate for Handicapped and Veterans
Affirmative Action Program
108 Administration Bldg.
Ann Arbor, Michigan 48103

Program for Handicappers
W 402 Library
Michigan State
East Lansing, Michigan 48824

Schoolcraft College
Instructional Grants & Research
18600 Haggerty
Levonia, Michigan 48152

Wayne State University
Educational Rehabilitation Services
450 MacKenzie
Detroit, Michigan 48202

Wayne State University
Educational Rehabilitation Services
450 MacKenzie
Detroit, Michigan 48202

Western Michigan University
Services for Handicapped Students
2510 Student Services Bldg.
Kalamazoo, Michigan 49008

CENTS, Inc.
Center for Education for Non-Traditional Students
731 21st Avenue S.
P.O. Box 49
Minneapolis, Minnesota 55454

Macalester College
American Indian Program Coordinator
1600 Grand Avenue
St. Paul, Minnesota 55105

Mankato State University
Mankato, Minnesota 56001

University of Minnesota-Duluth
Coordinator of Services for the Handicapped
102 Administration Bldg.
Duluth Campus
Duluth, Minnesota 55812

Southwest State University
Rehabilitation Service
Marshall, Minnesota 56258

Southwest State University
CAB 124
Marshall, Minnesota 56258

Southwest State University
Marshall Minnesota 56258

Southwest State University
Rehabilitation Services
Marshall, Minnesota 56258

St. Paul Public Schools
235 Marshall Avenue
St. Paul, Minnesota 55102

St. Paul TVI
Program for Deaf Students
235 Marshall Avenue
St. Paul, Minnesota 55102

Jackson State University
Dean, School of Education
Jackson, Mississippi 39217

DHEW
Special Employment Program Coordinator
601 E. 12th Street - Room 468
Kansas City, Missouri 64106

Harris-Stowe College
Urban Education/Special Education
3026 Laclede Avenue
St. Louis, Missouri 63103

University of Missouri-Columbia
Handicapped Student Programs
125 Gentry Hall
Columbia, Missouri 65201

North Carolina Central University
Director of Special Education
Durham, North Carolina 27707

St. Andrews College
Director, Burris Center
Laurenburg, North Carolina 28352

St. Andrews Presbyterian College
133 Orange Hall P.O. #50
St. Andrews College
Laurenburg, North Carolina 28352

University of North Dakota
Student Opportunity Programs
Box 8256
University Station
Grand Forks, North Dakota 58202

Essex County College
303 University Avenue
Newark, New Jersey 07102

Ramapo College of New Jersey
505 Ramapo Valley Road
Mahwah, New Jersey 07430

Rider College
Assistant Director, Student Development Center
P.O. Box 6400
Lawrenceville, New Jersey 08648

Rutgers College
Office of the Dean of Students
New Brunswick, New Jersey 08903

Rutgers University
Dean of Students
College of Engineering
New Brunswick, New Jersey 08903

Rutgers College
Coordinator, Handicapped Student Affairs
New Brunswick, New Jersey 08903

A.A. Compliance Officer
Seton Hall University
South Orange, New Jersey 17079

President
Seton Hall University
South Orange, New Jersey 17079

Columbia University
Project for Handicapped College Students, Teachers College
Coordinator/Student Services
525 W. 120th Street
New York, New York 10027

Columbia University
Coordinator/Technical Assistance
525 West 120th Street
New York, New York 10027

Marist College
Special Services
North Road
Poughkeepsie, New York 12601

National Technical Institute for the Deaf
Department for Career Opportunities
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623

National Technical Institute for the Deaf
Assistant Dean, Chairperson College of Art
1 Lomb Memorial Drive
Rochester, New York 14618

Queensborough Community College
Homebound Program
Administration Building 409
Bayside, New York 11364

Queensborough Community College
Homebound Program
Administration Building 409
Bayside, New York 11364

State University of New York
Assistant Vice Chancellor for Educational Services
99 Washington Avenue
Albany, New York 12211

State University of New York at Albany
Rehabilitation Services
Campus Center 137
1400 Washington Avenue
Albany, New York 12222

State University of New York at Buffalo
Campus Coordinator, Services to the Handicapped
3435 Main Street
Buffalo, New York 14221

Federal Relations Unit
New York State Division of Budget
28th Floor
Alfred E. Smith Bldg.
Albany, New York 12225

New York State Easter Seal Society
Program Coordinator
855 Central Avenue
Albany, New York 12206

Xerox Corporation, Bldg 103
800 Phillips Road
Webster, New York 14580

Association for Developmentally Disabled
Resident Counselor
104 Spring Street
Delaware, Ohio 43015

BSB
1450 Secor
Room 206
Toledo, Ohio 43607

Bureau of Vocational Rehabilitation
Rehabilitation Counselor
111 W. First Street
Suite 303-B
Dayton, Ohio 45402

RSC/BVR
3726 E. Patterson Road
Dayton, Ohio 45430

BVR
225 S. Allison, Suite 2
Xenia, Ohio 45385

Bureau of Vocational Rehabilitation
Job Development Coordinator
Suite 100 (5th Floor)
117 S. Main Street
Dayton, Ohio 45402

U.C. Medical Center
Spinal Cord Injury
231 Bethesda Avenue
Cincinnati, Ohio 45267

Columbus Technical Institute
Counselor-Job Placement Specialist
550 East Spring Street
Columbus, Ohio 43215

Columbus Technical Institute
Programs for the Visually Impaired
550 E. Spring Street, Box 1609
Columbus, Ohio 43216

Cuyahoga Community College
700 Carnegie Avenue
Cleveland, Ohio 44115

University of Dayton
Guidance Center
Marycrest G.A.
Dayton, Ohio 45469

University of Dayton
Coordinator, Handicapped Student Services
St. Mary's Hall
Dayton, Ohio 45469

Deaf Schools
327 S. Smithville Road
Dayton, Ohio 45403

Delco Air Conditioning Division GMC
P. O. Box 824
Dayton, Ohio 45401

Delco Moraine Division GMC
Coordinator Hourly Employment, Personnel Systems and Suggestion Plan
1420 Wisconsin Boulevard
Dayton, Ohio 45401

General Motors Central Office - Dayton
Personnel Coordinator
P. O. Box 846
Dayton, Ohio 45401

TRW/Globe
2275 Stanley Avenue
Dayton, Ohio 45404

Human Relations Council
Community Relations Specialist for the Physically Handicapped
40 South Main Street
Suite 721
Dayton, Ohio 45401

I.B.M.
Regional E.O. Manager
8040 Hosbrook
Cincinnati, Ohio 45236

International Harvester Co.
Equal Employment Opportunities Supervisor
2069 Lagonda Avenue
Springfield, Ohio 45501

Kent State University
Coordinator of Developmental Services for Handicapped Students
106 Kent Hall
Kent, Ohio 44242

Legislative Affairs
27 Alhambra Court
Columbus, Ohio 43201

Metropolitan Learning Community
Associate Director
65 Jefferson Avenue
Columbus, Ohio 43215

Miami University
Student Counseling
Oxford, Ohio 45056

Rehabilitation Service Comm.
4656 Heaton Road
Columbus, Ohio 43229

NCR Corporation
Corporate Director
EEO, Safety & Personnel Policies
Dayton, Ohio 45402

NCR Corporation
Industrial Relations Analyst
Main & K Streets
Dayton, Ohio 45479

Ohio Dominican College
Academic Dean
1216 Sunbury Road
Columbus, Ohio 43219

Ohio University
21 Rose Avenue
Athens, Ohio 45701

Ohio State University
Office for the Physically Impaired
1971 Neil Avenue
339 Baker Systems
Columbus, Ohio 43210

Ohio University
Coordinator, Handicapped Student Services
311 Baker Center
Athens, Ohio 45701

Rehabilitation Services Comm.
Deputy Administration, Social Security Program
3845 Shattuck Avenue
Columbus, Ohio 43220

Sinclair Community College
444 W. Third Street
Dayton, Ohio 45403

Sinclair Community College
Student Personnel Counseling
444 W. Third Street
Dayton, Ohio 45402

St. Elizabeth Medical Center
Physical Medicine Department
601 Miami Blvd. W.
Dayton, Ohio 45408

Euclid Public Schools
971 Richmond Road
Lindhurst, Ohio 44124

Urbana College
Director, Counseling/Testing
College Way
Urbana, Ohio 43078

Winters National Bank
Vice President & Controller
40 N. Main Street
Dayton, Ohio 45402

Wright State University
Dayton, Ohio 45435

Wright State University Library
Assistant to the University Librarian
Wright State University
Dayton, Ohio 45435

Wright State University
Handicapped Student Services
Dayton, Ohio 45435

Wright State University
University & Community Events
Dayton, Ohio 45435

Wright State University
Assistant Coordinator, Adapted Athletics
Dayton, Ohio 45435

Wright State University
Consultant to Alumni Office
Dayton, Ohio 45435

Wright State University
Director, Handicapped Student Services
Dayton, Ohio 45435

Wright State University
Director of Alumni Affairs
Dayton, Ohio 45435

Wright State University
Director, Career Planning & Placement
Dayton, Ohio 45431

Wright State University
Director, Cooperative Education
Dayton, Ohio 45435

Wright State University Library
Head of Circulation
Dayton, Ohio 45431

Oregon College of Education
Monmouth, Oregon 97361

Portland Community College
Department Supervisor, Handicapped Student Services
Portland, Oregon 97229

Delaware County Community College
Media, Pennsylvania 19063

Edinboro State College
Box 19, Shafer Hall, ESC
Edinboro, Pennsylvania 16412

Edinboro State College
Office of Disabled Student Services
Edinboro, Pennsylvania 16444

Temple University
1927 Park Mall
Philadelphia, Pennsylvania 19122

Brown University
Providence, Rhode Island 02912

Rhode Island College
Affirmative Action Officer, Coordinator for 503/504
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

University of Tennessee
Tennessee School for the Deaf
P. O. Box 886
Knoxville, Tennessee 37901

University of Tennessee
Student Counseling Services Center
900 Volunteer Blvd.
Knoxville, Tennessee 37916

Eastfield College
Services for Handicapped Students
Mesquite, Texas 75150

University of Houston
4800 Calhoun, SLB 320
Houston, Texas 77004

University of Texas at Austin
Coordinator, Services for Handicapped Students
Dean of Students
P. O. Box 7849
Austin, Texas 78712

Texas Institute for Rehabilitation and Research
New Options Research Director
105 Drew
Houston, Texas 77006

Texas Rehabilitation Community College - University Program
118 E. Riverside Drive
Austin, Texas 78704

University of Utah
Director of Handicapped Student Services
160 Union
Salt Lake City, Utah 84121

University of Utah
Department of Dance
Salt Lake City, Utah 84112

Virginia Commonwealth University
University Coordinator of Services
for Persons with Disabilities
901 Franklin Street
Richmond, Virginia

George Mason University
4400 University Drive
Fairfax, Virginia 22030

Hampton Institute
Hampton, Virginia 23668

Northern Virginia Community College
Director, Learning Resources
Annandale Campus
8333 Little River Turnpike
Annandale, Virginia 22003

Northern Virginia Community College
8333 Little River Turnpike
Annandale,Virginia 22003

Thomas Nelson Community College
11737 Jefferson Avenue
Apt. 24A
Newport News, Virginia 23606

University of Vermont
Counseling & Testing Center
146 S. William Street
Burlington, Vermont 05401

University of Vermont
Coordinator of Specialized Student
Services
146 S. Williams Street
Burlington, Vermont 05401

Ft. Steilacoom College
Coordinator, Handicapped Program
9401 Farwest Drive S.W.
Tacoma, Washington

Seattle Community College
Program for the Deaf
1801 Broadway - 2NP - 304
Seattle, Washington 98122

Marshall University
Vocational Rehabilitation Counselor
P.O. Box 476
Huntington, West Virginia 25701

University of Wisconsin, Whitewater
Roseman 1004, UW-W
Whitewater, Wisconsin 53190

Appendix

Appendix I

CHANGE STRATEGIES AND DISABLED PERSONS: POSTSECONDARY EDUCATION AND BEYOND

October 4-6, 1978

The Second National Conference Sponsored by Wright State University

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Preconference A Consumer-Based Strategies for Change: A Training Seminar

Tuesday, October 3, 1978

8:00 am - 9:00 pm — Registration, Dayton, Convention Center Lobby

1:00 pm — Opening and General Remarks, Room 202

Pat Marx, Conference Coordinator
Andrew Woods, Attorney, U.S. Department of Justice
Philip Deitch, National Association of Students with Handicaps

1:30 pm — General Sessions, Room 202: "Individual vs. Group Action"

Presenters: Andrew Woods, U.S. Department of Justice; Martin Grossman, University of Massachusetts
Moderator: Jeffrey Vernooy, Wright State University

2:30 pm — "Organization: How To," Room 202

Presenters: Philip Deitch, National Association of Students with Handicaps; Andrea Schein, University of Massachusetts

Moderator: Betty Webb, Dayton Community Relations Specialist for the Handicapped

3:15 pm — Break

3:30-4:30 pm — Concurrent Sessions

1. "Relationships with Coordinators," Room 202

Presenters: Pearl Rose, Tacoma Community College, Peter Brown, Medgar Evers College; Jay Brill, University of Georgia

Moderator: Bart Wechsler, Wright State University

2. "Campus Advocacy," Room 203

Presenters: Alexander Phillips, University of Iowa; John McCann, Harvard Law School

Moderator: Roland Sykes, Wright State University

3. "Student Advocacy in the Community," Room 204

Presenters: Jane Ann Razighi, American Coalition of Citizens with Disabilities; Mary Dudziak, Center for Independent Living; Virginia A. Hemmerich, Wright State University

Moderator: Betty Webb, Dayton Community Relations Specialist for the Handicapped

4:30-5:30 pm — Repeat Concurrent Sessions

Preconference B	Fall Meeting of the Association of Handicapped Student Service Programs in Postsecondary Education
8:00-10:00 am	Registration, Ramada Inn Lobby
9:00 am - noon	General Session, Pavilion Room
1:30 - 5:00 pm	Business Meeting (members only), Pavilion Room
5:00 - 7:00 pm	Cash Bar and Reception for new and prospective members, Pavilion Room
	Special Meetings, Ramada Inn
8:00 - 10:00 pm	Business Meeting of the National Association of Students with Handicaps, Pavilion Room
8:00 pm	Wrap-up Panel, Dayton Suite

Wednesday, October 4, 1978

8:00 am - 5:00 pm	Registration, Dayton Convention Center Lobby
9:00 - 9:15 am	Welcome, Rooms 302-305
	Pat Marx, Conference Coordinator
	Melvin R. Ladson, Jr., Bureau of Education for the Handicapped
	Frederick A. White, Senior Vice-President Emeritus, Wright State University
	Keynote Address, Rooms 302-305: "Successful Access to Post-secondary Programs by Disabled Persons: Examining Impact on Attitudes"
	Presenter: Dr. Donald Linkowski, Dean, Department of Education, George Washington University
	Moderator: Tom Shworles, Center for Program Development and the Handicapped, City Colleges of Chicago
10:15 am	Break
10:30-11:30 am	Work Sessions on Attitudes

Session	Facilitator	Room
A	Moyra Ebling, Western Michigan Univ.	302
B	Colleen Fix, Miami Dade Community College	303
C	Mike Rice, Edinboro State University	204
D	Virginia Aldape, Southwest State University	305
E	Bertha Cutcher, State University of New York at Buffalo	306
F	Carol Goldstein, Ramapo College	307
G	Tom Shworles, City Colleges of Chicago	308
H	Jan Huss, Des Moines Area Community College	309
I	Peter McCabe, Office of Handicapped Individuals	202
J	Nancy Brower, Ohio State University	203

11:30 am - 1:00 pm — Lunch, Assembly Hall

1:00 - 2:00 pm — General Session, Rooms 302-305

"Strategies for Developing and Maintaining the Best Use of Resource Materials Related to Attitudes"

Presenter: Jeffrey Strully, Director, Regional Rehabilitation Research Institute, George Washington University

Moderator: Gwen Callas, Developmental Services for the Handicapped, Kent State University

2:15 - 3:00 pm — Work Sessions on Attitudes

Session	Facilitator	Room
A	Tom Schworles, City Colleges of Chicago	302
B	Gwen Callas, Kent State University	303
C	Barbara Hummel, University of Missouri-Columbia	204
D	Richard Harris, Ball State University	305
E	Warren King, Southwest State University	306
F	Dick Maxwell, Ohio State University	307
G	Stephen Simon, Wright State University	308
H	Jim Shearer, University of Minnesota-Duluth	309
I	Judith Duff, Gallaudet College	202
J	Meg Kocher, Unviersity of Massachusetts	203

3:00 - 3:15 pm — Break

3:15 - 5:00 pm — Concurrent Sessions

1. "Implementing the Total Service Program," Room 202

Presenters: Barbara Barnes, Eastfield College; Buffy Fetter, Eastfield College; Judy Tingley, California Vocational Rehabilitation Department

Moderator: Craig Rider, Wright State University

2. "Learning Problems: How to Assess and Remediate," Remediate," Room 203

Presenter: Steve Wallace, Chaffey College

Moderator: Chris Molina, University of Arizona

3. "Accessible Atheltics and Recreation: Can It Be Done?", Room 303

Presenters: Steve Sellitti, De Anza College; Julien Stein, American Association for Health, Physical Education and Recreation

Moderator: George Willie Gayle, Wright State University

4. "Independent Living: A Perspective," Room 204

Presenters: Lex Frieden, Texas Institute for Rehabilitation and Research; William Bean, Rehabilitation Services Administration

Moderator: Laurie Potter, Ramapo College

5. "Counseling and Its Role," Rooms 304-305

Presenters: Meg Kocher, University of Massachusetts; Bob Kafka, Texas Paralyzed Veterans of America

Moderator: Bart Wechsler, Wright State University

6. "Integrating the Arts: A Curriculum Approach," Room 302

Presenters: Jean Kennedy Smith, Board of Directors, National Committee, Arts for the Handicapped and Chairperson, National Educational Alliance for Art Education Communication; Kenneth Bruscia, Temple University; Anne Riordan, University of Utah

Moderator: Wendy Perks, National Committee, Arts for the Handicapped

Special Meetings, Dayton Convention Center

8:00-10:00 pm Caucus Meeting of the National Association for Students with Handicaps, Room 202

8:00-10:00 pm Committee Meetings of the Association of Handicapped Student Service Programs in Postsecondary Education, Rooms 306, 307, 308, and 309

Thureday, October 5, 1978

Employment and Postsecondary Education

9:00-10:00 am General Session, Rooms 302-305

"Employment of Disabled Persons in Business and Industry: A Look to the 1980s"

Presenters: Don Werner, Assistant Director, Employment Relations, General Motors Corporation

Moderator: Kathy Martin, National Technical Institute for the Deaf

10:15 am - noon Concurrent Sessions

1. "Consumer Perspective," Rooms 203-204

Rights and Responsibilities of the Student in the Employment Process

Presenters: Marsha Gross, University of Southern Illinois-Carbondale; John Hayden, IBM Corporation

Career Counseling: A Student Perspective

Presenters: Nancy Willing, Southwest State University; Larry Freeman, Wright State University

Moderator: Dan Kaufman, Winters National Bank

2. "Service Provider Perspective," Room 202

Meeting the Consumers' Needs Through Specialized Employment Services

Presenter: G. Ruth Kukiela Bork, Northeastern University

Quality Control: An Internal Feedback System

Presenter: Victor Maguran, National Technical Institute for the Deaf

Consulting with Employers: Individual Strategies

Presenters: Mary Lou Breslin, University of California-Berkeley; Carol Dunlop, Electronic Industries Foundation

Moderator: Stephen Simon, Wright State University

3. "Employer Perspective," Room 302

The Corporate Decision-Making Process: Interviewing, Job Restructuring, Adaption, and Socialization

Presenters: Steve Jamison, IBM Corporation; Robert Menchel, Xerox Corporation

Moderator: Kathy Martin, National Technical Institute for the Deaf

Noon-2:00 pm — Lunch, Assembly Hall

2:00-4:00 pm — Repeat Concurrent Sessions

5:30-9:30 pm — Reception and Banquet
Wright State University Center

Reception sponsored by the Dayton Area Chamber of Commerce

Banquet

Welcoming Remarks
Dr. Robert Kegerreis, President, Wright State University
Michael Schierloh, Dayton City Commissioner
Leonard Roberts, Chairman of the Board, Dayton Area Chamber of Commerce

Keynote Speaker
Dr. Dennis Wyant, Special Assistant to the Administrator, Veterans Administration

Friday, October 6, 1978

Impacting the Administrative System

9:00-10:00 am — General Session, Rooms 302-305

"How to Develop Administrative Support"

Presenter: Dr. Robert Conley, President, Seton Hall University

Moderator: Richard Burk, M.D., Department of Physical Medicine and Rehabilitation, Wright State University

10:15 am-Noon Concurrent Sessions

1. "Management Training Techniques," Room 202

Presenter: Ron Smith, Cypress College

Moderator: Craig Rider, Wright State University

2. "Independent Living: A Perspective," Room 303

Presenters: Lex Frieden, Texas Institue for Rehabilitation and Research; William Bean, Rehabilitation Services Administration

Moderator: Barbara Sullivan, California Community College

3. "Implementing the Total Service Program," Rooms 304-305

Presenters: Barbara Barnes, Eastfield College; Buffy Fetter, Eastfield College; Judy Tingley, California Vocational Rehabilitation Department

Moderator: Joyce Young, Wright State University

4. "An Evaluation of Physically Disabled Students' Use of Services in Higher Education," Room 302

Presenters: Michael Cleary, Wright State University; Charles Blake, Wright State University

Moderator: Bart Wechsler, Wright State University

5. "Access to Science," Rooms 203-204

Presenters: Dr. Robert Rehwoldt, National Science Foundation; Dorothy Tombaugh, Euclid School System

Moderator: Jeffrey Vernooy, Wright State Unviersity

Noon-1:30 pm Lunch, Assembly Hall

"Access of Handicapped Persons to Postsecondary Education: Where Does the Responsibility Lie?"

Dr. Edwin Martin, Deputy Commissioners, Bureau of Education for the Handicapped

Moderator: Aaron Campbell, Seton Hall University

1:30-3:00 pm Wrap-up Panel, Assembly Hall

Panelists: Dr. Everard Pinneo, State University of New York; Debra Hamilton, Federal Relations Unit, New York State Division of Budget; Dr. Kent Kloepping, University of Arizona; Peg Porter, Macomb County Community College; Sharon Bonney, Consumer, Tennessee

Moderator: Dr. Gary McDaniels, Bureau of Education for the Handicapped

3:15-4:45 pm Concurrent Sessions

1. "Learning Problems: How to Assess and Remediate," Rooms 304-305

Presenter: Steve Wallace, Chaffey College

Moderator: Jim Shearer, University of Minnesota-Duluth

2. "Accessible Athletics and Recreation: Can It Be Done?" Room 303

Presenter: Steve Sellitti, De Anza College

Moderator: Mary Jane Gallahan, Wright State University

3. "Counseling and Its Role," Room 202

Presenters: Meg Kocher, University of Massachusetts; Bob Kafka, Texas Paralyzed Veterans of America

Moderator: Dr. Donald Wakefield, Indiana-Purdue University

4. "Integrating the Arts: A Curriculum Approach," Room 302

Presenters: Phyllis Wyeth, National Endowment for the Arts, Accessibility Task Force 504; Anne Riordan, University of Utah; Kenneth Bruscia, Temple University

Moderator: Dr. Gary Barlow, Wright State University

5. "An Evaluation of Physically Disabled Students' Use of Services in Higher Education," Room 203

Presenters: Michael Cleary, Wright State University; Charles Blake, Wright State University

Moderator: Bertha Cutcher, State University of New York

6. "Access to Science," Room 204

Presenters: Dr. Robert Rehwoldt, National Science Foundation; Barbara Tombaugh, Euclid School System

Moderator: Joyce Young, Wright State University

Appendix II

CONFERENCE SURVEY

In order to plan future conference designed to meet your needs it is important to have your reaction to this conference. Your thoughtful responses to this survey will be appreciated.

I. Type of institution represented

____ University ____ 4 yr. College ____2 yr. College

____ Technical School ____ public agency ____ private agency

____ Industry ____ consumer organization

Name of Organization _____

II. Your Position

____ Administrator ____ Faculty ____ Student ____ Other

In view of your past experience, expectations and future plans, rate the following items as presented in the conference. Please rate each topic area which you attended:

PRECONFERENCE A

	Very Helpful	Helpful	Not Helpful
1. Consumer based strategies			
2. Student environmental influence			
3. Problem identification			
4. Problem solving techniques			
5. Factor of consumer service evaluation			
6. Unique problems of handicapped ethnic minorities			
7. Student organization for consumer advocacy			

APPENDIX III

CONFERENCE SURVEY

In order to plan future conferences designed to meet your needs it is important to have your reaction to this conference. Your thoughtful responses to this survey will be appreciated.

I. Type of institution represented

____ University ____ 4 yr. College ____ 2 yr. College

____ Technical School ____ public agency ____ private agency

____ Industry ____ consumer organization

Name of Organization _____

II. Your Position

____ Administrator ____ Faculty ____ Student ____ Other

In view of your past experience, expectations and future plans, rate the following items as presented in the conference. Please rate each topic area which you attended:

ATTITUDES

	Very Helpful	Helpful	Not Helpful
1. Techniques for assessing and changing attitudes			
2. Attitude problems related to handicapped individuals in ethnic minorities			
3. Faculty and consumer facilitation of positive attitudes			
4. Budgeting for attitude change resources			

PHYSICAL AND ACADEMIC SUPPORT

	Very Helpful	Helpful	Not Helpful
1. Programs for assessing and remediating learning problems			
2. Programs for independent living			
3. Programming for recreation and athletic participation			

	Very Helpful	Helpful	Not Helpful
4. Careers in Art for disabled students			
5. Careers in Science for disabled students			
6. Models for service delivery systems			
7. Assessment of counseling approaches and effectiveness			
8. Attitude impact of service delivery system			

EMPLOYMENT & POST-SECONDARY ED.

	Very Helpful	Helpful	Not Helpful
1. Strategies for orienting companies to disabled individuals			
2. Interviewing to assess skills and abilities			
3. Corporate views of reasonable accommodations			
4. Career counseling with the placement process			
5. Consumer responsibility in the placement process			
6. Models for individual work with employers			
7. Techniques for positively influencing employers			
8. Principles for successful employment of the disabled			

IMPACTING ADMINISTRATIVE SYSTEM

	Very Helpful	Helpful	Not Helpful
1. Techniques for developing support			
2. Methods for determining commitment			
3. Techniques for changing attitudes of upper level administrators			

MANAGEMENT TRAINING

	Very Helpful	Helpful	Not Helpful
1. The role of institutions in community resources			
2. Building of long term funding for service support			
3. Cost effective management procedures			

CONFERENCE FACILITIES AND FORMAT

	Excellent	Good	Poor
1. Presentation of topics			
2. Housing			
3. Transportation			
4. Work sessions			

5. Did you experience unnecessary problems with architectural barriers?

____ yes ____ no

If yes, in which area: Hotel ____ conference center ____

Specific problem _____

FUTURE TOPICS

Please list in order of importance topics you would like for future conferences:

_____

_____

_____

Overall would you rate the success of this conference as:

EXCELLENT ____ GOOD ____ POOR ____

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